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The Manual Training School and Preparation for Life.

By Pres. Henry S. Pritchett, Mass. Institute of Technology.

[Part of Address.]

There are two popular impressions concerning the work of the manual training school which are to my mind somewhat misleading. One is the belief that the practice and the instruction which a boy receives in the school shop is an equivalent for the experience which a boy obtains in dealing with the physical problems of an outdoor life, such for instance as comes to a boy raised on a farm. The experience which a boy gets in the use of tools in the school as well as that which he gets in the use of tools on a farm falls short of skill; but in the one case he deals with the actual problems and difficulties of daily life, and his resourcefulness and ability to solve a problem with the means at hand are constantly strengthened. For most city boys the work in a well kept shop is as much apart from the daily problems of life as are the lessons in Latin. And while they appeal in a new way, and often a most successful way, to the boy's intelligence, they do not take the place of the experience with living problems.

The other impression to which I refer is that voiced in the attractive phrase, "Send the whole boy to school." Whatever that may mean it has no significance with respect to a manual training school which it does not have with respect to any other well conducted school. While it is true that for certain boys the manual training school furnishes just the opportunity needed to call out their latent powers, the whole boy goes to school there in no greater sense than to any other school. What does it mean to send the whole boy to school? If the boy is to grow up to be a whole man or a citizen of the state in the best sense, it means that his moral nature is to be developed, that his mind is to be trained to think clearly, that his sympathy with his fellow-man is to be quick and true, and that all these qualities are to join in effective work.

An infinite number of agencies contribute to this end, of which the school is one of the most important, and is the only one which is devoted to the formal training of the mind. Doubtless the school will always continue to give its best service by developing the intellectual power of men. It no doubt contributes most directly to all human progress by teaching men to think, for clear thinking lies at the base of all right progress. A school which gives a part of its instruction by means of manual training may prove the very place to develop a particular boy, but it no more puts the whole boy to school than does any other school. West Point and Annapolis, in this narrow sense, come nearer to putting the whole boy to school, because they require him to give attention not alone to the training of the hand, but to the training of the foot as well; and their experience has shown that dancing as a required course has no small value.

Personal Observation.

I hesitate to speak from my own personal experience, and yet such experience is, after all, a real test. For sixteen years I taught mathematics in a Western university whose pupils were drawn almost wholly from three schools. One was a city high school of high grade, offering courses with the classics, and also courses without Latin and Greek; one was a similar high school of

high grade, conducted under private control; and the third was a manual training high school of wide reputation. As a teacher of mathematics I came in contact with all students. My observation was, and the experience of my colleagues coincided with my own, that the students who came to us from the city high school were uniformly the best prepared in respect to those matters which have to do with general scholarship, such as correct use of English, neatness and accuracy of work, and scholarly interest in all subjects. In these matters the students coming from the manual training school were, on the whole, the most backward. The reason for this may have been partly found in the difference in the quality of the students, but on the whole it seemed to me to be in large measure due to the two causes which I have mentioned—the smaller amount of time spent on such subjects and the higher importance which the pupils very naturally gave to manual training.

There are, in my judgment, many cases in which the manual training school is better fitted to take the boy who is to enter college than the boy who is to enter the school of technology. It is also a question whether a student who is to enter the technical school may not better get at least a part of his instruction in the mechanic arts in the technical school itself. While elementary work in wood and metal may well be given in the high school, advanced wood work, such as pattern making and work with machine tools will mean much more after the student has reached a greater maturity and has studied mechanism, and the mature student will attain in less time a higher skill and a far more definite and practical point of view.

No Educational Specific.

In trying to estimate the value of the manual training school in American education we must not only give it credit for the really great service it is doing in the way of preparing men for business life or as a school of preparation for college and the technical school, but we must also recognize clearly its weaknesses and its limitations. It has opened a new door to intellectual and moral progress for a class of students who, under the old régime, would never have found their way to scholarship, and it has shown the way to improved pedagogic methods. But its ministry has, as yet, been almost wholly on the side of pedagogics. It has not reached down to serve the great mass of youth to whom mechanical training and manual skill would mean most of all. Its advocates have taken pride rather in supplanting the old instruction than in serving a class of citizens for whom in America no instruction that is available has been offered. The manual training school is no educational specific. It is no better adapted to meet the wants of all boys than is any other school; and, finally, the manual training school must share with most American educational projects the responsibility for that dilution of scholarship which comes from the effort to teach a great many subjects in a limited time.

Our schools reflect, or possibly account for, the national tendency to make a little knowledge go a great way. The American is alert, energetic, resourceful, and super-

ficial. He can make a little knowledge go farther than the citizen of any other country, and this lesson he has had every opportunity to learn in the school. Initiative, resourcefulness, and nervous energy were great factors in our pioneer work, and they are great factors still; but they will not endure in competition with efficient training, patient study, and exact knowledge. The pioneer epoch has passed.

Effective Schools Needed.

To my thinking an American boy who has a good knowledge of his own language—a knowledge which has led him to read and to love good books—who is master of his elementary mathematics, whose accuracy of observation has been trained by a good elementary course in drawing, and who knows well Latin or some modern language, with such familiarity with natural science as his own reading and simple laboratory, talks, and experiments supply, such a boy has a better education with which to go into the world, and is better prepared to enter the college or technical school, than a student who knows in a partial and superficial way four times as many things, even those include subjects of such apparent practical significance as the shop and the workbench suggest. In a word, the study of the manual training school suggests, as will the study of any other American school, that those who have to do to-day with American education must turn their eyes, not so much toward the making of new schools for fitting men for college, as to providing simple and effective schools which may reach those who never go to college; and that, so far as pedagogic methods are concerned, it is not to a multiplication of such methods we should look, but rather turn our faces and the faces of the American people toward simplicity, sincerity, and thoroughness in education.

Holding Boys for the High School.

By Supt. J. K. STABLETON, of Bloomington, Ill.

[Dept. of Child Study, N. E. A.]

The principal should know and understand every eighth grade boy in his school, and should place him in one of the following classes: (1) Those who are certain to go to the high school. (2) Those who will probably go to the high school. (3) Those who will possibly go to the high school, even the almost hopeless ones. Of these the possibilities and the probabilities are the classes demanding the most attention, and typical cases from the uncertain classes may be said to be either the boy who does not wish to go to the high school, and whose parents will not press him to go, the boy whose father would have him leave school to make money, or the boy who must make his own living and still be held in school.

Personal work with individual boys means a vast deal of work, and holding boys for the high school is not alone the work of the eighth grades.

Points in general management that tend to hold boys for the high school are thus outlined: Eighth grade pupils should visit one day in the high school, high school courses of study should be carefully explained to the eighth grade pupils, and parents should be called together for the purpose of explaining to them the high school work and what it means for their boys and girls to attend the high school.

All this presupposes teachers, principals, and supervisors, suited by temperament and training for the work.

We are all one nation. Local peculiarities are not so gigantic as they may appear at close range. American education is governed by the same principles everywhere. Sectional problems are mere variations of the one national problem. By meeting on one broad platform for the exchange of experience and mutual encouragement we can serve our country best. Upon these convictions THE SCHOOL JOURNAL is building.

Stenography and Typewriting As Disciplinary Studies.

By W. H. WAGNER, Commercial High School, Los Angeles, Cal.

The prevalent idea that stenography and typewriting, being practical and having a high commercial value, are not suitable as disciplinary subjects, is rapidly being dissipated by their adoption in schools and correlation with other subjects. Stenography certainly admits of the widest range of mental action, requiring the most perfect discipline, while the utilitarian feature is equally valuable. The study of stenography compares favorably in mental development with that of the languages, science, literature, art, and in a large measure that of mathematics. The foundation of the art of stenography embraces the essentials of language, the process of learning being similar in both. Beginning with the alphabet, the combining of letters to form words, acquiring a vocabulary; the structure of the sentence, case endings, the relation of words, transposition, construction, and in a large measure, creation.

As correctives stenography and typewriting serve a most important function especially in the technique of English; spelling, punctuation, capitalization, paragraphing,—the elements that go so far toward making perfect typewritten transcript.

The study of these subjects cultivates observation, research, generalization of facts, and exactness in thought. The power of expression is not among the least important things cultivated in the student, for when the student gathers facts or arranges data, he does it for the purpose of expressing them. It is the power to do; the execution of the plan thought out, that is of greatest value. The student learns to do by doing. It is first noted in stenographic language and again put into plain print in typewritten characters which stand out in bold relief showing all defects, in a peculiar manner, both in technique and the expression of the thought.

Concentration of mind is cultivated in a high degree. No other subject forces the student to think as does the taking of stenographic notes from dictation. As the words of the speaker fall from his lips at high speed there can be no deflection from the task of writing them down, and the continuity of effort resulting from long speaking requires the most strenuous mental and physical effort.

But the most important feature of the educative value of the study of stenography is that of teaching the pupil to think. The stenographer must think; he cannot be mechanical and succeed.

In transcribing shorthand notes taken hastily, perhaps, illegible outlines must be deciphered, bad sentences reconstructed, grammatical errors corrected, historical facts looked up, literary quotations corroborated—all this often from mere mental sketches, necessitates the highest exercise of thought. As a study stenography is an excellent means of cultivating thought, research, and judgment, and this, together with the habit of expressing the thought in words in a self-critical manner, develops the highest degree of power, the desideratum of education.

Agricultural Education Bill.

An agricultural education bill was introduced in the English House of Commons at the close of the last session. The measure provides for the teaching in elementary schools of agricultural and horticultural subjects; for giving facilities for nature studies; and, generally, by means of object-lessons, for cultivating habits of observation and inquiry on the part of the pupils. The bill provides for school gardens and such collection of specimens as may be necessary for the practical illustration and application of the instruction given. The education specified in the bill, while optional in city schools, is compulsory in all schools in rural and semi-rural districts.

Educational Research: Berkshire County Language Tests.

By Austin H. Keyes, Lee, Mass.

The Berkshire County Language Tests were given to the fourth to ninth grades of the county on April 16, to such schools as were open at that time, in fact the majority of the schools, and to the remaining schools a week later.

There were twenty-seven towns, 225 schools and 5053 children examined. The papers were marked by the teachers under careful written instructions and were evidently fairly estimated. The only element of doubt in the marking was in regard to the thought and arrangement of the thought in the letter, in which the careful judgment of the teacher obtained. From an examination of the results I have no hesitancy in saying that the teachers have marked very conscientiously and the figures returned are as nearly correct as human judgment permits.

There were three tests given. The fourth and fifth grades took the same test, so also did the sixth and seventh the same, and the eighth and the ninth the same.

The three tests and the method of marking the papers are as follows:

Test for 4th and 5th Grades.

1. Write a letter to some friend containing 50 words in the body, selecting one of the following subjects: 1. My School Life. 2. How I Spent My Last Vacation. 3. Description of Some Scene. 4. What I Would Like to Be and Do.

Careful attention is to be given to the heading, the address, the salutation, the complimentary closing and the signature as well as the body of the letter.

2. Write not less than four lines of poetry from memory.

3. Write abbreviations for the months of the year.

4. Fill the blanks in the first two sentences with either "may" or "can," in the third and fourth sentences with either "shall" or "will," in the fifth and sixth with either "in" or "into," in the seventh and eighth with either "raise" or "rise," and the ninth and tenth with either "lie" or "lay." 1. Mrs. Gray—I take your pencil? 2. —you stand on one foot? 3. Where—we go when school is out? 4. —you send me five dollars? 5. Will you come—the school room? 6. I am—it now. 7. Sit still until I tell you to—. 8. All gentlemen—their hats to the ladies. 9. The hats—on the table. 10. I—the book upon the chair.

5. Punctuate the following sentences: (a) My father is Mr Henry French (b) His house his store his bank are on Main St (c) Dr Gray do you live in Washington (d) Shall we start on Monday at 9 A M

6. Write two sentences using "was" in one and "were" in the other. Write two sentences using "has" in one and "have" in the other. Write the contraction for "you are." Write the plurals for mouse, deer, study, valley, calf.

To the Teacher.

The first question, if perfect, is to count 50 per cent. in rank.

If the first question is perfect in capitals, punctuation, spelling, form, and syntax, this fact is to count 25 per cent., but $\frac{1}{2}$ per cent. is to be subtracted for each mistake in any one of these five things.

If the first question is perfect in the thought and the arrangement of thought this fact is to count 25 per cent., but deductions are to be made for mistakes in these two respects according to your best judgment. In making your averages keep the two ranks separate from each other and from the sum of the marks in the last five questions.

Each one of the questions 2-6 counts 10 per cent., if perfect. One per cent. is to be subtracted for each mistake.

Test for 6th and 7th Grades.

1. Write a letter to some friend containing 75 words in the body, selecting one of the following subjects: 1. My School Life. 2. How I Spent My Last Vacation. 3. Description of Some Scene. 4. What I would Like to Be and Do.

Careful attention is to be given to the heading, the address, the salutation, the complimentary closing and the signature as well as the body of the letter.

2. Dictation Exercise.

Breathes there a man with soul so dead,
Who never to himself hath said,

This is my own, my native land?

Whose heart has ne'er within him burned,

As home his footsteps he has turned

From wandering on a foreign strand?

3. Supply the proper marks in the following:

(a) Was it Patrick Henry who said give me liberty or give me death (b) Miss Williams and Mrs Smith buy their groceries at Jones and Wrights store (c) What a succession of cold windy stormy days

4. Correct these sentences: (a) It is me. (b) Who do you see? (c) Can I close the window? (d) He was the best of the two. (e) He don't talk correctly. (f) Lay down Bruno. [g] He comes most every day. [h] She looks beautifully. [i] Try and lift this weight. [j] Where was you?

5. What is a noun? A pronoun? A verb? Define subject. Define predicate.

6. Write the plural of the following nouns: mouse, deer, valley, study, calf. Write a regular verb and an irregular verb. Write a sentence containing a direct object, another containing a predicate noun and another containing a predicate adjective.

To the Teacher.

In marking question 1, mark first on the basis of 25 per cent., the capitals, the punctuation, the spelling, the form, and the syntax, subtracting $\frac{1}{2}\%$ for each mistake; mark secondly the thought and the arrangement of thought on the basis of 25 per cent., according to your best judgment. In making your average and giving your report to your superintendent, keep the two ranks separate.

Mark questions 2-6 on the basis of 10 per cent., for each question. In question 2 subtract $\frac{1}{2}\%$ for each mistake, in the others subtract one for each mistake. Give the rank of questions 2-6 separate from question 1.

Test for 8th and 9th Grades.

1. Write a letter to some friend containing 100 words in the body, selecting one of the following subjects: 1. My School Life. 2. How I Spent My Last Vacation. 3. Description of Some Scene. 4. What I Would Like to Be and Do.

Careful attention is to be given to the heading, the address, the salutation, the complimentary closing and the signature as well as to the body of the letter.

2. Analyze the following sentence: Education alone can conduct us to that employment, which is, at once, best in quality and infinite in quantity.

Make the analysis complete, telling the kind of sentence, the subject and predicate of each clause, all the modifiers of clause, phrase or word, and, in short, dispose of every word. Diagramming will be accepted.

Parse the following five words: Education, can conduct, enjoyment, which, best. Make the parsing very complete.

To the Teacher.

QUEST. 1. In marking the papers, mark first, on the basis of 25 per cent., the capitals, the punctuation, the spelling, the form, and syntax, subtracting $\frac{1}{2}\%$ for each mistake. Mark secondly the thought and the arrange-

ment of thought according to your best judgement on the basis of 25 per cent. In making your average and giving your report to your superintendent, keep the two ranks separate.

QUEST. 2. Mark the analysis on the basis of 25 per cent. Mark the parsing on the basis of 25 per cent. Keep the marks separate. Insist on complete work in both, and mark omissions the same as mistakes.

Question to Teachers.

A list of questions was answered by the teachers and from these answers many facts have been learned. The following were the questions:

How much time daily is given to the study of language or grammar?

Divide this time as follows: (a) Time given by you in assisting the pupils to prepare lessons. (b) Time given by the pupils to the study of the lesson. (c) Time given to the recitation.

Method.—(a) How do you help the pupils in the preparation of the lesson? (b) What is your method of carrying on the recitation in oral language? (c) Do you give as much attention to correcting the spoken language as the written language? (d) Do you see that the pupils use good English in their recitations and conversation? (e) Do you advise correcting false syntax? (f) What do you do to correct the mistakes in speech? (g) What value do you place upon writing stories from pictures and with what grade would you stop? (h) In what grade would you commence telling stories to the children for reproduction? (i) In what grade would you commence composition work? (j) Do you emphasize letter writing? (k) Do you have your children learn memory gems? Pieces? (l) Do you accept written work poor in language in other studies in the course? (m) Do you use the contents of other studies for the work in language? (n) How do you correct the papers in language? (o) Do you teach rules for capital letters, punctuation, etc.? (p) With what grade would you commence the study of technical grammar? (q) How much of technical grammar do you have in your grade or grades? (r) Do you expect that the pupils will have a good knowledge of English grammar at the end of the grammar school course? (s) What book do you use in language? (t) What books outside of the regular textbook have you found helpful? (u) Are your classes interested in the study of language? (v) How often do you have reviews?

The Markings.

I have also added the number examined and the average age.

The summary of marks by grades together with the number examined and average age is as follows:

Gr.	No. Ex.	Av. Age.	Punct. Capitals Spelling	%	% Thot 2-6	% Quest.	% Anal.	% Pars.	Total	No. of Towns
4	1235	10-6	20.6	20.6	86.4				77.6	25
5	1291	11-6	21.2	21.8	40.2				83.2	25
6	962	12-5	21.1	21.7	31.1				73.8	25
7	683	13-4	21.4	22.4	35.4				79.2	24
8	549	14-2	21.4	21.5		16.3	14.9		74.2	19
9	333	14-11	22.0	22.7		19.6	18.7		83.1	13
All	5053	12-2	21.1	21.6	36.2	17.6	16.3		78.5	27

The number examined in the fourth and fifth grades was about the same, while in the sixth and upper grades there was a rapid decrease, showing that very few children reach the age limit of fourteen years before they get into the fifth grade, but at the end of the fifth grade and in all of the upper grades there are many children that reach this limit and leave school, depleting the numbers to a great extent. The largest number leave in the sixth grade. These are the dullest of those that end school at the age limit. The number of decrease grows less in each succeeding grade except the ninth, this is more than that of the eighth. This is explained easily, inasmuch as many towns do not have any ninth grade in their course, and in those towns the first grade in the high school ought to be counted in our number. If it

had been, the decrease of the ninth grade would be smaller than that of the eighth. This decrease of the decrease in successive grades shows that in the transition to the grammar school many are lost, and these, in the majority of cases, are the dullest ones, but after the grammar school once gets hold of the pupils fewer and fewer are lost each year.

The difference between the average ages of the children of the fourth and fifth grades is exactly one year, showing that the number remains nearly a constant quantity in these two grades.

The difference between the fifth and sixth grade is 11 mos.
 " " " " sixth and seventh " " 11 "
 " " " " seventh and eighth " " 10 "
 " " " " eighth and ninth " " 9 "

These facts show again that the older ones are leaving school and the younger ones remain. Notice the harmony of the decrease.

From a careful examination of the table of per cents. it can be seen that the language is stronger than the technical grammar in the schools. Language representing one-half of the examination has an average in the county of 42.7%, while grammar in grades four to seven has an average of 36.2% and analysis and parsing have an average of 33.9% in grades eight to nine. Altho the mark is lower for grammar than for language, yet creditable work was done in the former and the pupils have a fair knowledge of it when they leave the grammar school.

By grades, the highest rank was obtained by the fifth, 83.2% and the lowest by the sixth, 73.8%, barely 10% between them, showing that the work of the county was creditable in all grades. The difference between the fifth and sixth was not owing to a decrease in power but to the fact that there were different examinations.

Again ratios between rank obtained and the number of years in school are in close proximity for the same examination.

Again ratios between rank obtained and the number of years in school are in close proximity for the same examination. In the fourth and fifth grade examination it was about 16; in the sixth and seventh grade examination it was about 11; in the eighth and ninth grade examination it was about 9. I believe that an examination in arithmetic could be given in this county to the fifth and ninth grades, making it rather hard for the fifth grade and of course rather easy for the ninth grade, but about equal to the power of the seventh grade, in which the ratio between the rank obtained and the number of years in school would be nearly the same. However, the fact in these three tests that there is always a nice increase of rank of the older over the younger grade shows that our teachers and schools are not laboring in vain.

The average time given to language thruout the county is 6.7 minutes in assisting the pupils, 23.8 minutes in study and 20.3 minutes in recitation. Total 50.8 minutes.

This amount of time, 50.8 minutes, is very close to the amount of time, 50 minutes, suggested for language in the previous report in spelling. This amount of time is large enough and by the tabulated results could even be reduced 4 minutes with no depreciable loss in scholarship. For the thirteen towns in the lead have an average time of 7 minutes less than the 14 in the rear.

Teachers' Answers.

To the question, "Do you give as much attention to correcting the spoken language as the written language?" 182 teachers replied "Yes," and twenty teachers replied "No."

To the question, "Do you see that the pupils use good English in their recitations and conversation?" all the teachers that gave any answer (204 in number) answered, "Yes."

To the question, "Do you advise correcting false syntax?" 135 teachers answered, "Yes," forty-seven teachers, "No," and eight, "To a limited extent," but many teachers expressed the thought that it was not a good

idea for the child to speak or write very much of false syntax.

To the question, "What value do you place upon writing stories from pictures and with what grade would you stop?" the great majority of the teachers replied that it was very valuable for training observation, imagination, expression, interest, and ingenuity. Tho there was no unanimity of opinion with what grade it was best to stop the work, as every grade had some votes, except the first and second, yet the highest number was given to the fifth grade—34 votes—and there was a decrease each side of it. So it seems that the teachers, as a whole, would end the writing of stories from pictures with about the fifth grade.

In answering the question, "In what grade would you commence telling stories to the children for reproduction?" very few teachers placed the grade above the third, and the average for 188 teachers was the second grade; the general feeling among the teachers is that stories should be told for oral reproduction in the first grade and for written as soon as the child can write.

To the question, "In what grade would you commence composition work?" the teachers' answers ranged from the first grade to the eighth, as follows:

1st grade, 4 teachers	5th grade, 33 teachers
2nd " 24 "	6th " 23 "
3rd " 47 "	7th " 2 "
4th " 66 "	8th " 1 "

The average for two hundred teachers is the fourth grade.

Of the teachers, one hundred and seventy-nine emphasize letter-writing, eighteen do not, and those that do not are usually teachers of the upper grades who think that their children already know the subject of letter-writing.

Exactly one hundred and eighty-two teachers have their children learn memory gems and five do not, so that nearly all of our teachers are having their children learn some good literature.

One hundred and seventy teachers have their children learn pieces, ten occasionally, and ten do not.

One hundred and ninety teachers report that they do not accept written work poor in language in other studies of the course, and nine teachers do.

One hundred and eighty-seven teachers use the contents of other studies for the work in language, some to a great extent, and others incidentally and occasionally, and nine do not use it at all.

One hundred and ninety-three teachers teach rules for capitals, punctuation, etc., some of these but a few rules and incidentally, and six do not teach any at all.

To the question, "With what grade would you commence the study of technical grammar?" the teachers made the following replies:

3rd grade, 3 teachers
4th " 15 "
5th " 53 "
6th " 59 "
7th " 54 "
8th " 9 "
9th " 2 "
11th " 1 "

The average for one hundred and ninety-six teachers is the sixth grade.

To the question, "How much of technical grammar do you have in your grade or grades?" the teachers of the fourth grade replied, "Very little," or, "Not any," or, "Subject and predicate;" the teachers of the fifth grade replied the same, with the addition of, "Kinds of sentences." The teachers of the sixth grade made the addition of simple analysis, besides the subjects already mentioned. The teachers of the seventh grade give a larger amount of time to technical grammar and analyze more and commence parsing. The teachers of the eighth grade give from one-half to three-fourths of their time to technical grammar, and enter more thoroly into the

construction of the language, parsing, and analysis; there is, also, the study of etymology. The teachers of the ninth grade give from one-half to nearly all of the time to the study of technical grammar, and besides analysis and parsing there is the study of prefixes, suffixes, and roots.

One hundred and eighty-one teachers report that their classes are interested in the study of language, altho some of these are a little doubtful about it. Nine teachers report that their classes are not interested, and these nine schools average a little low in the test.

Reviews are given by sixty-six teachers daily, forty-four teachers weekly, twenty-one bi-weekly, three tri-weekly, twenty-four monthly, twelve bi-monthly, six at the end of the term, ten at no stated time, and fifteen when necessary. The daily review is usually the main part of the previous lesson, while the weekly or monthly review covers the week's or month's work.

Special Answers.

Four questions required longer answers.

To the question, "How do you help the pupil in the preparation of the lesson?" the valuable replies given by the teachers are as follows: "Smoothing out difficult parts." "Illustrations." "Questions." "Talk over advance lesson with them." "Help them to help themselves." "After the lesson has been taught pupils practice it at the board." "By inductive method." "Call up old ideas and connect them with the new which I wish to emphasize." "By breaking ice ahead." "Individually, as required." "Develop new subjects." "Child talks; teacher and pupils criticize." "Awakening interest in subject." "Objectively." "Class discussion." "Topical method."

To the question, "What are your methods of carrying on the recitation in oral language?" the main replies of the teachers are as follows: "Blackboard exercises and questions." "The work is read, corrected, and criticised by the children." "Pupils express their thoughts in their own words." "Require complete sentences." "By having children talk about the written work." "Train the pupils to habitual use of correct language." "Children correct each other's errors." "Arouse interest." "Have the children do the talking." "Clear enunciation and careful attention to precision." "Parse, analyze, and conjugate." "Children illustrate by sentences the thing taught and correct each other's mistakes." "Encourage pupils to study the best writers so as to enlarge their vocabularies and discriminate in the use of words." "Question and answer method." "Excite interest and give opportunity to talk." "Discuss object presented." "Giving and getting back." "Conversation with pupils." "Children converse freely on subjects allotted." "Train child to see mistakes so that he can correct his own." "Little conversation from the teacher." "Analytical." "Drill on most common errors." "Make up stories from pictures."

One teacher gives the following: The very first thing I aim for is the art of correct expression. As I believe that children learn more by imitation than any other way, I try to have every expression that I use correct.

I do not say that language is taught simply between 1:30 and 2:15 P. M. for, altho that is our regular language period, we correlate language thruout the day with every other subject. I try not to let any expression pass by which is not correct. Of course we must study the child in making the correction. I have found that if I carry this idea thruout, that it is not long before the pupils know the moment that they have used an incorrect expression and are correcting themselves.

We often play a question or guessing game, reproduced either from life or from a story read before the class, always with thought to express naturally and correctly. But I put more emphasis on the correct expression of the answers given in recitations every day.

A short time ago I was surprised to hear a teacher say, "That is good enough for every day work." Never before did I know that there were Sundays for special work. I believe that the "everyday work" is the work of the school. Every class every day demands the best in both teacher and pupil.

The answers to the question, "How do you correct

the mistakes in speech?", were as follows: "Call pupil's attention to the mistake, lead him to see his error and have him correct." "Have the child repeat his answer or question, and, if the mistake is again made, call attention to it by emphasizing that part of the sentence." "I question pupils to see if they know the correct form, if not, I tell them." "I repeat sentence as pupil gave it." "Mark the mistakes, write the correct form and have it copied." "I correct and give the reason." "Tell child the correct form if he cannot make the correction." "Call attention to form and sound." "Drill on errors, drill and drill." "Ask if such a form or word would not be better." "Children correct one another." "Tell them that it disgraces our school." "Special lesson on errors common to the class." "If the mistake is a common one, I wait until the child corrects himself; if it is something new, I explain it then and there." "Require pupils to repeat correct form and write it." "Would not interrupt thought while reciting." "Insist on correct form both in recitation and conversation." "Explain syntax." "Sometimes simply a look is enough and ask pupil to repeat." "Often I give some principle and they apply it almost instantly." "Keep list of common errors." "For common errors, repeat what has been said, stopping at the incorrect form and allowing the pupils to supply the correct one." "Blackboard exercises, correcting mistakes."

The answers to the question, "How do you correct the papers in language, were as follows: "I mark the mistakes and have them corrected." "Give lower marks for mistakes." "With blue pencil marks under all mistakes for points asked for." "Sometimes I correct, sometimes children correct, sometimes the corrections are made from the board." By reading the correct form and having the children mark the papers." "By marking mistakes, handing papers back and having children correct, and then learn the right form." "Have correct forms placed on the blackboard." "Underscore or insert correct forms, or put brackets around poor parts and have them rewritten." "Mark mistakes in punctuation, capitals, spelling, syntax, thought, etc." "By using proofreader's marks." "Children correct one another's mistakes and return to teacher." "I correct a few of the papers, return them all for general criticisms and then the pupils rewrite." "Mark sentence where there is a mistake and let children find it." "Summarize mistakes and take a special day for drill." "Common errors are placed on the board with correct forms." "Typographically." "Mark errors, hand papers back, and go over them orally in class time." "Mistakes corrected by pupils if possible. If not by pupils, I give the correct form. One pupil reads all the sentences while the others look on their papers and correct. All papers collected and placed on teacher's desk. Teacher reads sentences, pausing after each sentence. During the pause, the children find mistakes, raise hands and offer corrections. Each pupil takes his seat as soon as his paper has been discussed and corrects the mistakes that have been brought out in the class recitation. Teacher corrects all papers outside of school hours and writes number of mistakes at the top of each pupil's paper. Pupil searches for mistakes and hands paper to teacher after he has corrected it."

The "Mother Tongue" has the lead as the text-book in the county, being used in sixteen towns. A large list of books was given that have been found helpful, but none of these were of any great prominence.

The Chinese Imperial university at Pekin has collapsed thru the efforts of the dowager empress to kill the reform movement. At the second opening of the institution only fifty pupils appeared. The university has now been closed and these students have returned to their homes.

A viceroy has been appointed to reconstruct the institution and he has substituted the study of the Chinese classics for foreign learning, and is making the old style scholarship the chief qualification for office.

How Trustees May Increase the Efficiency of a School

By SCHOOL INSPECTOR DAVID CLAPP.

By visiting the school regularly once a month if only for a few minutes.

By paying the teacher's salary either monthly or quarterly.

By attending promptly to all repairs.

By compelling the caretaker to have a constant oversight of all the outbuildings, and by seeing that they may be approached by proper walks from the school house, so as to be accessible with comfort at all seasons of the year.

By putting down granolithic walks to front door, and to the closets.

By supplying school-house with slate board, full supply of maps and charts, dictionary, clock, globe, etc., etc.

By having a stand in the school for the dictionary.

By having a map, globe, and book closet in the school-room.

By having a library in the school supplied with a handy, working encyclopedia, gazetteer, atlas, and other books of reference to aid the pupils in the preparation of their work, and for the purpose of general culture.

By meeting regularly to transact public business.

By causing all motions, agreements, contracts, business and accounts to appear in minute book.

By supporting the teacher's authority in maintaining order and discipline in the school and on the way to and from school grounds.

By advising parents to assist the teacher in the government and training of pupils.

By assisting the teacher in securing the regular attendance of the pupils.

By securing the necessary school books for the pupils.

By not paying any teacher his salary until the daily register has been brought up to date, summary columns filled in and handed over to the proper officials.

By having in the school at least one public examination during the year.

By encouraging the teacher to attend the teachers' institute, and take part in its discussions.

By at least one trustee attending the institute meetings.

By the erection where it is needed of a new school-house, with basement, furnace, and up-to-date in every respect.

By encouraging the planting of trees in yard, erecting a woodshed, etc.

By having a flag and flagstaff.

By naming salary, grade of certificate, etc., when advertising for a teacher.

By securing the service of the best and most experienced teacher available, because the best is the cheapest, and the very best is none too good for the children.

By thoroughly understanding the maxim that "the teacher makes the school," and by being determined to have a good school.

By dealing in a generous spirit with any advance of salary to a faithful, energetic, and successful teacher.

By not permitting any child affected with a contagious disease, or from a house where such disease is known to exist, to attend the school until all the formalities of "the public health act" have been observed.

By having a supply of pure, wholesome drinking water close at hand.

By compelling the caretaker to have the water pail frequently cleaned, and by encouraging the children to bring individual drinking cups with them to school.

By trying to secure for the pupils of the school a thorough training in the principles of morality, a respect for religion, the highest regard for truth, justice, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance, and in all other virtues.

An Educational Sermon.

By A. T. EACHER.

A few thoughts applicable to teachers themselves, but which can be passed along to the children by retelling in simplified form.

Text: "Seest thou a man diligent in his business? He shall stand before kings; he shall not stand before mean men." Prov. 22:29.

My brethren and sisters, I feel it my duty to impress upon your minds "diligence in business." Benjamin Franklin once wrote, "Diligence is the mother of Good Luck." No one realized this truth more than he, for by his industry and perseverance he raised himself from poverty and obscurity until he literally did "stand before kings" as their honored guest. But I shall deal with my text in a figurative sense and ask you first to consider—

Mistaken diligence. I know a man who is busy from morning to night—always busy. You can never find him idle for a moment. He is too busy to be an usher at a wedding or a pallbearer at a funeral. He is too busy to read papers or books; too busy to go to hear good lectures or beautiful music. He is even too busy to go to church on Sunday, and Death himself will either have to run to catch him or else grab him as he goes by. And yet he never has and never will amount to a row of pins. And why? Because he uses a wheelbarrow when he should use a four-horse team and an ox cart when he should go on a thru express train. In other words, he gets little done because he does not plan to economize time.

Then there is *misdirected diligence*. I have a friend who has absolutely no ear for music. A and E sound exactly the same to him and the only way he can tell the difference between "Old Hundred" and "Yankee Doodle" is that one is likely to be heard in church and the other isn't. This man is taking music lessons on the piano. I pity his teacher. He practices an hour every day. I extend my sympathy to his immediate neighbors.

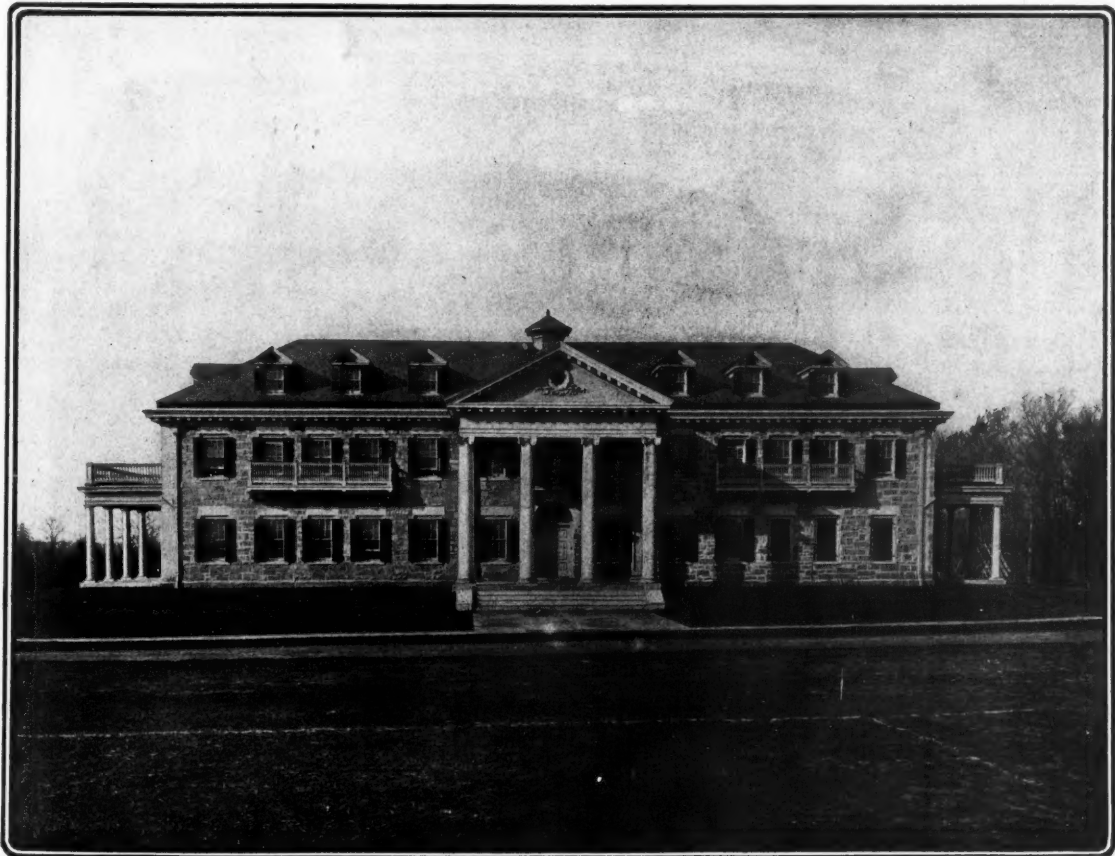
The Lord didn't give every man ten talents and when he discovers he is born one short, he should own up and develop the other nine to their fullest possibilities.

True diligence economizes its time and wisely directs all its energies. It plans what it will do and then by the shortest and best methods it does it. It finds out its capabilities and enlarges its opportunities.

"I am diligent," I hear you say, "and here I am, working in the same place for years and my ability is never recognized." True, but you may fail in one of the directions I have previously mentioned or in those I am about to mention. How many educational papers do you take? What is their character? Are they filled with "Helps" that dwarf your own native originality? or are they more truly professional,—treating principles broadly, giving new ideas in a suggestive rather than in a detailed way, inculcating a love for high ideals and a self-sacrificing zeal for true success in our noble profession?

You have (or ought to have) an Educational Club or a Teachers' Institute. Do you belong to one of these? Do you attend the meetings regularly? Do you take part when opportunity offers? And why not? Never asked? Then make your opportunity. Take part in *discussions*. Think carefully over what you are going to say, say it briefly and to the point and you will never lack hearers. Be candid and true.

Have you ever written an article for an educational paper? Don't wait for a personal invitation from the editor. Write and send him your article. Perhaps you have written and the article has not been accepted. Don't be discouraged. Re-write it and write others whenever a new idea strikes you. Pigeon-hole these for a few weeks and then re-write them again. All this reading, talking, discussion, and writing will react upon your school. You will be a *live* teacher, not only in your own community, but in the profession. You will be blessed by that calm satisfaction that comes from knowing that your pupils "are drinking from a running stream rather than from a stagnant pool," and before you know



Dormitory of the Jacob V. Tome Institute.

it you will be shaking hands as a familiar friend with the educational "kings" of city, state, or nation, and the longing of your soul will be satisfied.

"Seest thou a man diligent in his business? He shall stand before kings; he shall not stand before mean men."



The Jacob Tome Institute.

At Port Deposit, Md., on the banks of the Susquehanna river five miles from Chesapeake bay, is situated the Jacob Tome institute, the most highly endowed secondary school that has ever been organized in America. The institution is placed on the top of a high plateau, and is surrounded by parks, gardens, groves, and athletic fields. Here, during the past two years, the buildings of the school have been constructed at a cost of \$900,000.

Port Deposit was for many years the home of Jacob Tome, the founder and benefactor of the school. He was a banker who acquired a large amount of money thru careful management and shrewd common sense. He had taken a deep interest in the public welfare of the town and especially in all matters pertaining to education. He had, too, decided views on the subject of education, advocating that of the hand as well as the head. He believed that the young should be taught to deal with things as they are. He contended that the object and aim of all education should be to increase the usefulness of man.

Holding these views, he soon conceived the idea of founding this new educational institution. He secured a site and erected the first building just before his death. In March, 1898, he died, leaving \$3,000,000 as the endowment of the institution. There is nothing in the history of the great preparatory schools for boys that equals the largeness of comprehension, munificence, and

purpose of this gift. Of the 500 colleges and universities in the country only nine have larger funds.

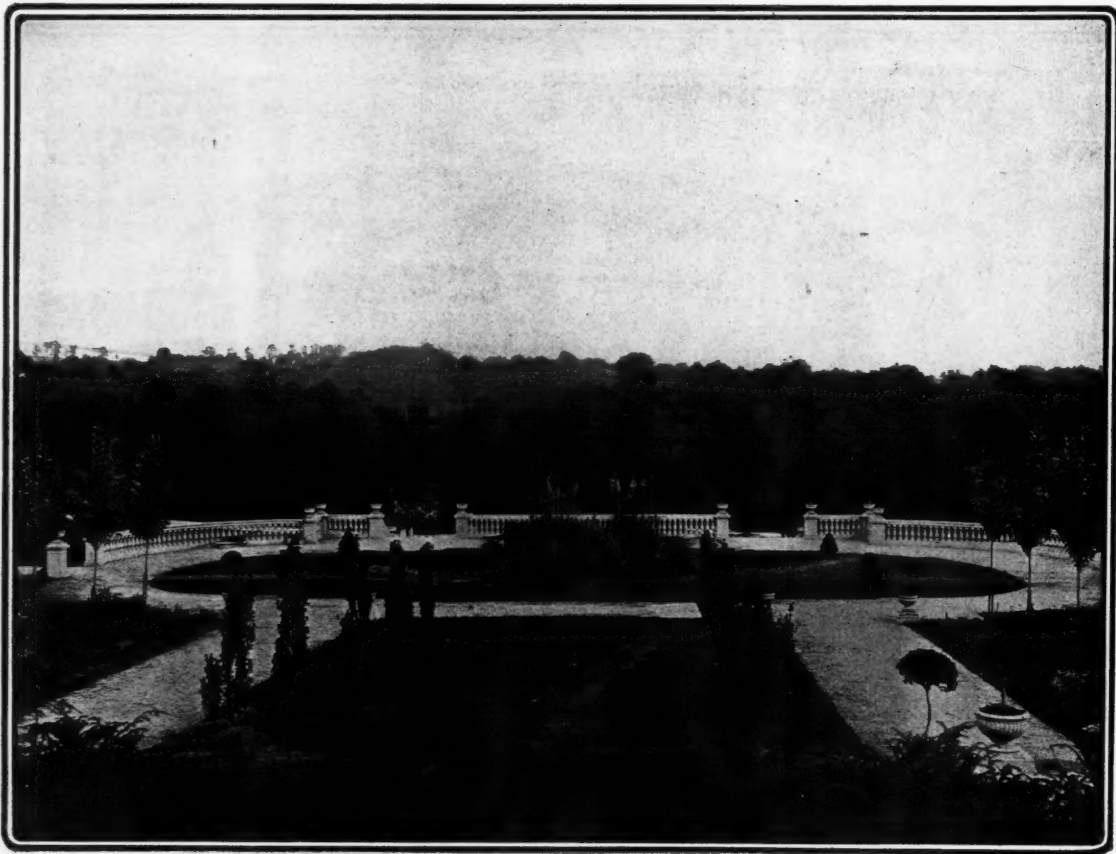
On receipt of this endowment, the trustees immediately acquired the present site and began the erection of the magnificent buildings and beautiful gardens which were dedicated last May. The central building in the group of structures is "Memorial" hall, a special memorial of the founder. This is a massive pile and contains the class-rooms, the library and reading-room, offices, play rooms, and a large auditorium.

There are two dormitories of granite, furnished in every detail to ensure the health and comfort of the occupants. Each dormitory is in charge of an experienced matron. The other buildings include gymnasiums, the inn, where the meals are served, an infirmary, and a power-house.

One feature of the equipment worthy of notice is the water supply. A reservoir for the storage of spring water has been constructed, with a capacity of 10,000,000 gallons. Absolute purity is secured by careful guarding of the land surrounding the reservoir and the springs from which the water is taken. Sand filters are also used.

The course of study covers six years. The first three years constitute the "Lower Half," and the last three the "Upper Half." In the lower half the work is all required; in the upper half the pupil has a limited choice of studies. The study of foreign languages is begun in the first class, with French. Latin is taken up the second year and continued in the third.

During the last three years the studies are arranged in five groups, each group constituting a logical course of study. The first group is the classical, which prepares for college; then comes the scientific, which also prepares for college, but substitutes modern languages for Greek and Latin. The English group requires neither Latin nor Greek; the manual training group offers an admirable preparation for active life, but



Italian Garden of the Jacob Tome Institute.

is intended for pupils who expect to enter scientific or technical schools; the commercial group is intended to give practical training for business life, together with general culture.

Physical training is carefully looked after, since it is recognized as an axiom that it is impossible for students to do good work without giving serious attention to their physical condition. This physical training is pursued in two ways, by a systematic and progressive course in the gymnasium, which is a part of the curriculum, and by encouraging athletic sports. Football, baseball, tennis, golf, and track athletics are all a part of the school life.

The library is unexcelled by that of any other secondary school in the country. It includes standard works of English literature, many foreign publications, and important works of reference.

The faculty is composed of twenty-five members, all of them specialists in their several departments, who bring to their work the training received in American universities, and in many cases the professional equipment acquired in foreign schools.

From all these facts its aim, endowment, and equipment, one can readily see that the school occupies a unique and distinguished place among the preparatory schools of the country. The innovations in use at Tome in the course of study, particularly the general introduction of manual work, will serve as an object lesson to educators throughout the country. An opportunity is to be given for individuality and initiative, something too often neglected in prevailing plans and curricula.

The foundation of this also affords an encouraging step of progress in the geographical advance of schools of this rank. A few years ago there was hardly any large preparatory schools upon the model of the large English schools west of the Hudson. The founding of such a school in a state so near the South is a matter for congratulation.

American Education for Filipinos.

The Philippine commission has appropriated \$72,000 to cover the expenses of the new education act for the islands. This act provides that a hundred of the best qualified public school students, between the ages of sixteen and twenty-one years, securing at least seventy-five per cent. on each subject at an annual examination to be held in each school district shall have the privilege of finishing their education in the United States at institutions which are to be designated by the governor.

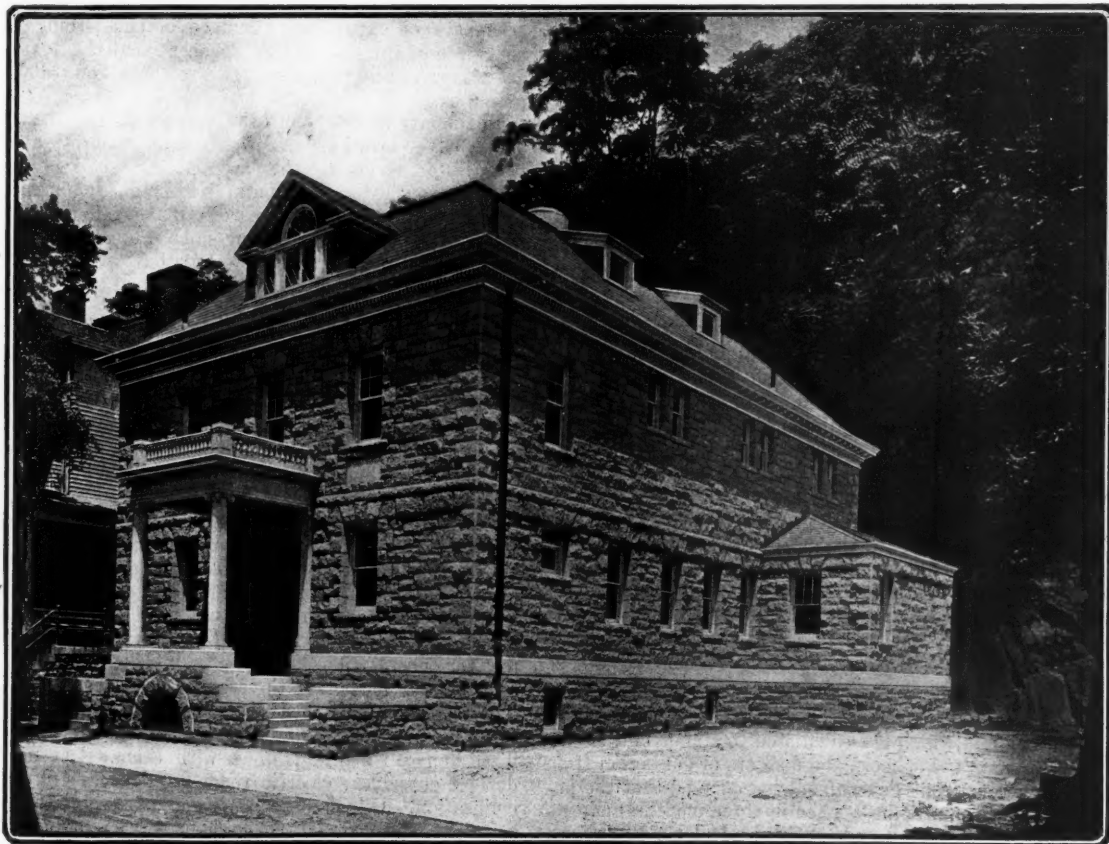
The competition requires that they shall submit to a rigid physical examination, take the oath of allegiance to the United States, and sign an agreement, with the approval of their parents, to study faithfully and conform to the regulations for any period that may be prescribed.

In returning to the Philippines they must take a civil service examination, accepting later, if successful, an appointment under the government for a period equaling that which they spent in study in the United States.

The act also authorizes the governor to select twenty-five students under twenty-five years of age for special instruction. All of the Filipinos will be under the management of a special agent. Their work in the United States will be supervised by the Bureau of Insular Affairs. It is estimated that it will cost about \$500 a year for each student sent to this country.

A writer in the London *Spectator* declares that teachers of young children do not sufficiently appreciate the importance of training the ear of pupils to detect the difference between pure and impure English.

"If, as a daily exercise," he says, "a pupil who speaks carelessly is forced to repeat phrases over and over, first correctly, and then incorrectly, for comparison, the ear catches the tune of the pure speech and learns to mark the difference. In this way a better speech may be acquired, if not the perfect language."



The Lower Gymnasium of the Jacob Tome Institute.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING SEPTEMBER 12, 1903.

The prevailing practice of co-education, is by no means as generally approved by thoughtful educators as its cock-sure defenders would have us believe. President Hall, of Clark university, who has studied the subject for many years, is convinced that co-education during the middle teens is "a very great danger to civilization." It is cheap and expedient, no doubt, he argues, but going at the very foundation of the question the wrong of it is fully demonstrated. The tendency in American schools is to wipe out sex distinctions, and unless a change takes place we will soon have a "female sex without the female character." President Hall warns us not to forget that "motherhood is a very different thing from fatherhood." He would have the schools push sex distinction to its utmost, to "make boys more manly and girls more womanly."

They do have the strangest experiences in the schools of St. Paul, Minn.! This time the newspapers solemnly report that the board has decided that pianos in the public schools are a temptation to frivolity, without a legitimate use, and at best expensive. Accordingly, the board feels very sore at the thought that about a thousand dollars a year have been paid out for keeping those mischievous instruments in tune and repair. Naturally, the pianos now used in the various school buildings "are to be removed at once." I once heard of a man who sold his garden because he had lost the key, and he could not see how he could keep the gate shut against chickens and other disturbing elements without that key. Come to think now, I believe that man was a member of the St. Paul school board. Too bad!

It is reported that Prof. Edward W. Scripture, director of the Yale psychological laboratory, has resigned his position, and it seems that he has bade farewell to university work forever. His methods of attempting to popularize psychology were very extraordinary at times. He is succeeded by Dr. Charles Hubbard Judd, who has shown an unusual grasp of the problems of experimental psychology, and is a brilliant teacher of the subject. He is a graduate of Wesleyan university, studied under Professor Wundt, of Leipzig, and has made several valuable contributions to psychological literature. His most recent work is "Genetic Psychology for Teachers," which was referred to in these columns a few weeks since.

A bill making agricultural and horticultural instruction compulsory in all schools in rural and semi-rural districts was introduced in the English House of Commons at the close of the last session. For city schools this special teaching is left optional. Several of our own states will feel the need of some such legal provision before very long. Voluntary effort is accomplishing much in blazing the way. Strangely enough, in the regions where the soil is most productive and tillage yields the largest margin of profit, the outlook for a general introduction of school gardening and elementary lessons in farm economy is brighter than in the sections where intelligence and knowledge of the best scientific methods of procedure are demanded to make agricultural labor profitable.

France has taken the responsibility for the health of school children most to heart. Recently measures have been legalized which are calculated to stamp out, as far as possible in the schools, the dangers of contagion from consumption. The government has decreed that the pupils of every school must, once in three months, undergo a medical examination, and their physical condition with reference to the disposition to consumption must be reported upon. Carpets are banished from school-rooms,

dry sweeping is no longer permitted, the furniture must be washed, and the books disinfected at regular intervals, and similar preventive measures will be enforced. Consumptive pupils are entirely debarred from boarding schools. The general adoption of a similar system is very much to be desired in our own country.

The many friends of Mr. John A. Greene, the general manager of the American Book Company, will be pleased to learn of his safe return from Europe, last Saturday, on the steamer St. Louis. Mr. Greene visited, with his family, the principal cities of Europe and enjoyed a much needed rest well earned by years of constant application to the interests of his company. A hearty welcome home!

Julia MacNair Wright, the author of the well-known "Nature Readers" and other successful books, died in Fulton, Mo., on September 3. She was the author of many books, including "Seaside and Wayside Readers," "The Story of Plant Life," etc. The World's Columbian Exposition granted her a medal and diploma for her literary work. Her "Nature Readers" have been translated into several foreign languages and are in preparation for a text-book for the blind.

The Social Element.

Mr. Jacob Abbott in 1836 wrote about as follows: "If 100 children, at birth or soon after, were selected in each of the cities of Constantinople, Paris, Moscow, Calcutta, and Pekin, and were brought up under the influence of wise and pure American family and school life, they would attain about an equal standard of civilization and possess about the same moral and religious ideas. The reason they will differ when they pass their childhood and growth in their native habitat is because of the influence of the family life which overshadows them.

The teacher must count on family influence; in many cases it will be antagonistic to him. His teaching in many cases will be seed sown on stony ground; even on the rock itself. He knows this too well if he has had a few years of experience. Instead of acquiescing with this state of things it is now apparent that the teachers are asking whether they cannot also teach and train the parents.

In the city of New York the courses of free lectures given by the board of education cannot but prove a help in the effort to elevate the parents. And it is to counsel every teacher to do something to break up the modes of thought into which the parents have fallen that we write. We urge the teacher not to be content with hearing lessons in the school-room, but to reach after the homes of the pupils.

We receive many letters from teachers during the year who have undertaken this extra labor and they all breathe a note of higher satisfaction than could come from the performance of a mere school-room routine. In one case a teacher planned to have ten Parents' days; and to have on the several occasions exercises that would interest and please and also some discussion on the bearing of home life upon the fortunes of the child in the school and at home.

The effect of these Parents' days was apparent the following year. The school-house was repaired; the out-houses were hidden in evergreens; the front yard became a bower; flowers were planted; the door yards of the houses were cleaned up; paint was used in many cases; a walk was constructed along the highway; the mothers met for consultation.

Education must take the social life into consideration. The teacher must reflect that the children before him, often most attractive and lovable, will re-enter semi-civilized homes when he is done with them. Let us not deceive ourselves; electric roads are not signs of a high civilization. Our civilization is not of a high type in spite of the palatial school-houses we build. The teacher has to do with more important matters than the 3 R's.

Two Hopeful Signs.

As the school year of 1903-4 begins it is apparent that the public are demanding more skill and knowledge in the teacher, and the teacher is more willing to acquire more skill and knowledge. The unwillingness on the part of both teacher and public to rise to higher views in this matter has been the main obstacle to educational progress. Old standards are clung to in the army; it is hard to put aside inherited opinions. There have come down to both teacher and public a certain ideal of the person who was to rule in the school-room. For a long time a man able to govern was the chosen ideal; this is not wholly overthrown yet; many a man yet delights to tell how he "thrashed" the big boys when he taught school.

The ideal of a teacher in the minds of three-fourths of those now at work is one competent to impart knowledge of reading, figures, and geography. Slowly the new standard of one who can train youth morally, intellectually, and socially makes its way.

The teacher accepting this and laboring to reach this high object is one who never ceases to be a student. Under the spell of the 3R ideal he ceased to advance as soon as he had secured a "place"—unless another "place" offering a higher rate of compensation demanded larger attainments.

But now there is apparent a willingness to increase in educational knowledge. It is dawning on the mind that besides the meager fund concerning language, earth, people, and things there is needed a knowledge of MAN, and that this is an exhaustless field. The objection once made against summer schools for teachers is heard no more; they are seen to be a necessity. There is an increasing number that look forward to the summer school because there will be solved many of the problems that have been encountered during the season of work.

The steps in advance have not been won without much effort. Those who counseled a study of the Child as well as a knowledge of the Subjects were once laughed at, but scorn has given way to acquiescence in the new order of things. There is a growing willingness to read a book that discusses education. The public is no longer sure that a man that knows how to figure is able to teach to figure.

Hence the year opens with a questioning public and a profession aware of this fact. True, this state of things is not so widespread as we could wish. It lies with the teacher to spread the movement. He must impress the public that he knows more than to read, write, and cipher; he must let them see that he possesses philosophical ideas and is a master of the business in which he is engaged.

Religious Pedagogy.

There was incorporated last year, in Connecticut, a School of Religious Pedagogy. It is located at Hartford, and is affiliated with the theological seminary there. The field of training includes the Bible, the child, the home, and the teacher, and a three years' course is marked out.

This is to meet the need, now being widely felt, of men as superintendents of Sunday schools. At present the principal of a public school is often at once pressed into service as soon as he is appointed, because of the entire lack of material suitable for such an important position. In England, the teacher of the school is expected to aid the clergyman. In America, the clergyman knows only too well the value of the services that can be rendered by the cultivated teacher.

We shall look for the establishment of several schools like the Hartford in the near future. The week day school and the Sunday school need to be officered by competent teachers. At the same time with the meeting of the N. E. A., there assembled the officers and members of the Religious Education Association, which, after a conference, decided to meet at Philadelphia, March 3, next.

The Teaching of Cooking.

It is quite remarkable how the teaching of cooking has settled into the public school curriculum. We recall how members of the New York school board flouted the idea when it was first proposed. "Never," one remarked, "can it be done; the people will not be taxed for such a purpose; there will be a revolution." It was suggested that thru this there would be a supply of domestic servants, and this gave the promoters of the idea some attention. But this was a faulty conclusion.

Booker Washington says: "I am often asked to what extent we are able to supply domestic servants directly from Tuskegee Institute. Not to any large extent, altho women are trained here in everything relating to the home. When a woman finishes one of our courses she is in demand at once at a salary three or four times that paid in the average home. Aside from this, we are helping more in preparing workers for the home by sending out in the different portions of the country strong leaders who will go into the local communities and teach these lessons, than we would by trying to send a cook into each family which applies to us—a never ending process."

The real object gained by teaching cooking is the elevation of the home and home work. Cooking had been thought fit only for the lowest class; by making it an object of study at school the pupil comes to regard it as a scientific affair and one worthy of her attention. Women have come to regard nice cooking as an accomplishment, and they do not consider it beneath them to understand how to prepare food properly for the table.

Technical Education in England.

The letter of Lord Rosebery to the London City Council, proposing the establishment of a college of technology, aroused considerable patriotic feeling among the English people. It also brought to light the efforts that were being made to advance the study of metallurgy in memory of Bessemer.

The scheme for the Bessemer Memorial has been framed with a full knowledge of the proposals in Lord Rosebery's letter. In fact the responsible heads of both enterprises have been in close consultation thruout the making of the plans. Both have been arranged so that there is not the slightest danger of antagonism or overlapping.

The central idea of the college, proposed by Lord Rosebery, is for advanced specialized training in technology to supplement and complete the training afforded by the existing colleges. By uniting forces, and by interchange of students and subjects, the best possible use of the facilities now available at South Kensington and elsewhere will be assured. Thus the new college should become the center for advanced scientific technology, not only for Great Britain, but for the whole empire.

Public opinion thruout England admits the necessity for such a central organization not merely for the rank and file, but also for the leaders of all branches of industry. As the funds for this project are at hand, its realization will be only a matter of time.

As regards the Bessemer Memorial the aim of the committee has been to unite all sections of the mining, metallurgical, and engineering industries to do honor to the memory of one of the world's great inventors in a manner best calculated to advance the industries to whose remarkable development he so largely contributed. For the purposes of the advanced metallurgical training and specialized research works, it is proposed that London shall be regarded as the center for the metallurgy of copper, silver, gold, and similar metals. Sheffield is to be the center for steel and Birmingham for cast and wrought iron, and alloys. This arrangement, however, will not prejudice the claims of other metallurgical centers for participation in the fund. It is also intended that the post-graduate scholarships shall be in part international.

International Exchange of Teachers.

It is proposed to extend to primary education the system of exchange of pupils which now exists between Columbia university and the educational authorities of France. The new scheme provides for sending every year one of the best pupil teachers of the *Ecole Normale Primaire*, at Auteuil, to the New Paltz school, New York. The latter school will also send a pupil teacher to Auteuil.

The scheme of inter-exchanging students was begun by President Butler, of Columbia university, and the minister of public instruction in France. Arrangements were made for the establishment of international fellowships which should encourage American students to pass a portion of their period of advanced study in France and *vice versa*. Two annual fellowships valued at \$1200 each were established. No restrictions were made on the choice of studies. The first year there was one student from America and one from France.

More Schools for Manila.

Since our acquisition of the Philippine islands a variety of stories has emanated from Manila in regard to the educational conditions in our Eastern possessions. One of the latest reports would seem to indicate that in Manila, at least, conditions already approximate those in many of the larger cities in America. The old cry of lack of teachers and buildings is the latest educational news.

The city superintendent states that since the opening of the schools at least two thousand applicants have been turned away for lack of teachers and room. Most of those who applied for entrance to the schools came from the laboring classes thruout the city. The superintendent has applied for fifty more Filipino teachers, and if additional buildings can be secured twenty American teachers will be needed. The principal demand is for commercial instruction, but secondary schools are needed to give a basis for the advanced work in commercial education and also to prepare for the civil service and college examinations.

A Paris School Colony.

In *Harper's Magazine* for September, Stoddard Dewey tells of a fresh-air colony run by the municipality of Paris for the poor school children of certain districts.

When May days are warm in Paris, says Mr. Dewey, a spring fever seizes on the primary school children of the eleventh ward. In each school the director passes among the boys and the directress among the girls, taking names and looking carefully at faces. The question is, which of the 3,000 children between ten and thirteen years of age shall make part of the 1,000 who, in batches of 200, are to be sent to the country, far away toward the Vosges mountains, for three weeks' stays, from June to September.

Neither the class record of the children nor even the conduct good, bad, or indifferent, is taken into account. And—oh, irony of Paris school-child fate!—it is not the best scholars that are to have the first chance. It is the dull, the backward, and the ailing that are to profit by the first migration in late spring and early summer; the bright and forward must wait until they have won their school prizes in late July.

The father or legal guardian of the child must sign a declaration releasing the city authorities from all responsibility in case of accident. He receives in return a list of things with which the child colonist must be supplied—a change of linen for each week, wraps, a Sunday gown for the girls, a comb, soap, and a tooth brush—"an object," says the report, "the use of which is generally unknown."

The departure is made as solemn as possible, for the parents' sake perhaps as much for the children's. The Maire of the ward and other municipal officers and the members of the school fund are present; it is this volunteer school fund, aided by subsidies from the municipality, which pays for these vacations of the poor. The

vacation is passed in an old time chateau reformed according to republican ideas.

The Twentieth Century School-House.

Mrs. Ellen H. Richards, the authority on sanitary subjects, forecasts in *The Outlook's* educational number the school-house of the twentieth century:

"Let us have a twentieth century school-house in which it will be possible to educate a twentieth century child—in which a well trained, refined man or woman will be willing to teach, she says. Why should the newness or the difficulty of, the problem daunt us? What a terrible waste, not only of municipal money, but of human energy, to keep on building impossible houses and then try to remodel them! Let us cut loose from tradition and have a school-house in which the whole child may thrive—not only his mind, but his body. Not only give him clean air and washing facilities, but cheerful, uplifting surroundings and good food; for not the least of modern discoveries is that of the great influence of food on the bodily resistance to disease and on mental development. Therefore, lunch rooms with all the facilities for food, both hot and cold, must be included in the twentieth century school-house. I believe the day is not far off when the town schools with two sessions will provide a noon lunch instead of sending the small children thru wet, muddy streets to a home from which the mother may be absent, to pick up as they may such food as they find. Even if the food is right, may it not be possible to utilize the noon hour to better advantage in teaching gardening, housekeeping, or in games?"

September Sixteenth.

Very few of those who ride these days in the electric cars up Broadway, New York, crossing 116th street, past the hospital and the slowly building cathedral of St. John, realize that a fierce battle raged here September 16, in 1776. Washington had brought his forces from Brooklyn; they marched thru the city, very much dispirited, followed by the British. "Wishing," as he said, "to inspirit the discouraged soldiers with sight of a victory," he gave explicit orders for an attack to Col. Thos. Knowlton and Major Andrew Leitch on Sunday evening, September 15; they pledged their lives to win a victory.

There was at that time a stone wall along the old Bloomingdale road (now Broadway at the point referred to). The orders of Washington were to reach the rear of the British; Knowlton, instead, attacked their right flank (a blunder Washington could not overlook); they were outnumbered, then were reinforced, and attacked by Major Leitch in the rear, and then driven from the field. Washington thanked Major Leitch for the victory; this officer, commanding the Third Virginia, clambered up a steep precipice with a portion of his force and attacked the enemy's rear, as ordered; three times, while leading his men, he was shot down; at a stone wall (where the British made their last stand) a third bullet from a British sergeant laid him low, but he still urged his men on; just then Beale's Marylanders came up (the reinforcement alluded to), and for two hours the battle raged; then the British made full retreat.

Knowlton's force, charging gallantly on the right flank, received a volley of bullets, and this caused his men to break and fly, leaving him alone; turning to beseech his men to face the foe he received a ball in the small of the back and died on the field. Major Leitch was carried to a small blacksmith shop on 129th street, where he died October 2. This battle of Harlem Heights was referred to by Washington as "the first bright ray in a dark year."

Vesuvius in Action.

Vesuvius continues to be a spectacular phenomenon for the people on the shores of the Bay of Naples. On August 26, a remarkable but awesome spectacle was witnessed at Naples and the vicinity. One thousand feet below the central cone of the mighty mountain, the volcano opened like a huge mouth, out of which belched

a fiery stream of lava which ran down the mountain side.

The eruption occurred without the slightest warning. There was neither earthquake, detonation, nor rain of ashes—only a clear stream of lava and red-hot stones which were thrown to a height of 700 feet. The stream of lava, fifteen feet broad, covered a distance of 2,700 feet in approximately ten hours.

The eruption produced an exceedingly beautiful effect, and the spectators far enough away not to be in danger stood entranced at the spectacle. Those nearer to the volcano were panic-stricken and rushed to the villages of Portigi and Resina, which are built on the ruins of Herulanum.

As an illustration of the great superstition among the lower classes, it may be noted that they are demanding the expulsion of Prof. Krull, of Munich, who predicted the eruption, on the ground that he has the "evil eye."



At a meeting of persons interested in the Rhodes scholarship plan recently held at Cape Town, South Africa, Dr. Parkin delivered the principal address. He declared that as a result of his investigations in Canada, the United States, and Africa, he believed that youths should not go too early to Oxford, but should enter as mature graduates, able to add Oxford culture to a full training in their own country.

This view was strongly endorsed by Dr. Muir, Cape-superintendent-general of education.

A set of experiments has been carried on by the curator of the menagerie at Glen Island, N. Y., to test the susceptibility of animals to the influence of music. Already some remarkable results have been obtained. Of the savage animals the wolf is probably the quickest to succumb to the charms of music. The average wolf is usually pacing up and down the cage, but under the influence of a plaintive melody he becomes quiet and at rest.

On the monkeys music seems to have little effect, and what little interest they do exhibit seems to be mere curiosity as to the source of the noise. Elephants are always in good humor when music is being produced. Kangaroos are the most susceptible of any of the animals. They continually keep time to the strain. The tests made so far show that all beasts are to some degree, especially the more vicious, affected by music.

An interesting prediction was recently made by Prof. H. Marion, of West Point, in a lecture at the University of Chicago. He said that in the near future libraries would consist of talking disks, and that book printing would be a lost art. He advocates warmly the talking machine for teaching languages.

"In time," said Professor Marion, "talking disks will take the place of text-books. Instead of reading printed books a man will only have to put a disk in his talking machine and the novel will be read to him in the living voice of the creator."

THE SCHOOL JOURNAL.

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Letters.

"The Question of the Hour."

DEAR MR. EDITOR: Till reading one of your editorials in THE JOURNAL, June 6 ult., I did not suppose pessimism could ever enter your office. I enjoyed your article under the above heading and I want to give some of my views on the other side.

You say, "We overestimate the mechanical victories of the age. A trolley road is a convenience, not a necessity. It is not essential that we cross the ocean in six days or cover the space between us and Chicago in twenty hours."

If the present high standard of civilization require these things, then it is a necessity. It is a necessity or it would not be. There was a time in man's history when he did not have common roads, or iron tools of any kind,—he did not even have clothes to put on his back or a house built by hands to live in. Those were the days of the "cave dwellers" and the kitchen-middens. We do not wish to return to those days. *Man was a mere animal.*

You say, "We overestimate the value of money. America was never so great and never so poor as in the days of the Revolution." Nobody ever did or ever can overestimate the value of money. It is the civilizer of mankind. It is the magic power that enables man to overcome every obstacle. With it he is a civilized being; without it a savage.

Poverty is not a desirable condition. No nation was ever great that was exceedingly poor. Poverty is the breeder of nearly every ill. It begets ignorance and superstition and strife. Starvation, misery, death are its companions.

Too much of this tremendous power should not be allowed in the hands of any one individual. It should be limited. It seems to me that America, or the United States, with all her vast wealth, is just as much greater to-day than in the days of the Revolution as she is richer. That little bunch of Boers, consisting of a few thousand, with their great wealth offered many times greater resistance to the English army than our whole three millions of people in their poverty in the days of the Revolution.

You quote Bishop MacVickar where he says: "I believe that the prevailing sin of this age and of this land is the exorbitant estimate of the value of money. The character of our boasted civilization, with its exaltation of material things, its material discoveries and inventions, the development of its manufactures, the widening of its commerce, the care and comforts which it has provided for our bodies, coupled as it is, in our own case, with the tradition and inheritance of an age when living was hard and had to be wrung out of a poor soil, or made little by little with great thrift, has worked the result, this overestimate of money and its power."

I cannot think Bishop MacVickar has diagnosed the case correctly. The man of thrift has always been admired and praised and flattered—indeed, exalted.

I think it tells somewhere in the Good Book, that was written many hundred years before any European or Asiatic knew of America, that a certain lord distributed some money among his servants in the ratios of one, five, and ten. The poor fellow, to whom he gave the one talent, fearing he might lose it, went and dug in the earth and hid it. The other two were more venturesome, more thrifty. They put their money to work and doubled it, and when the lord returned he heaped rewards upon these thrifty fellows and thrust the other poor fellow into outer darkness, where there was wailing and gnashing of teeth.

The two that obeyed the injunction were Rockefeller and Baer; the other was Lazarus.

Have we not heard these thrifty fellows praised by all the pulpits in the land? Have there not been thousands of sermons preached upon the above text, praising the thrifty two and condemning the impecunious one?

Have not the men of every age been scrambling for money? The thirst for riches fired Columbus' soul and the discovery of half the world was the result. Did not this desire fill the souls of men they would be a thrifless lot.

I believe ministers even enjoy a good liberal salary and so do school teachers, and *editors want the earth.*

Out with all this nonsense about the love of money! It is drivell. We all want it, and, if we don't get it, well, we shall go to "Davy Jones' locker."

I never knew but one time since man inhabited the earth, and but *one place*, where people were not hankering for money; that was Boston during the late meeting of the N. E. A. Nobody there seemed to want money. They seemed to forget all about the "root of all evil,"—just "turned themselves loose" in making people happy and comfortable without price and without stint, and fairly reveled in generosity, in nobleness of heart, and in doing good to their fellow-man without even a smell of "commercialism." That is "*character*." In what other great city outside of America would you receive such generosity? Not in any of the marts of the old world that I know of.

You say "*character*" is what we want more than money, and that the 600,000 teachers of the United States should put forth this united effort to the "building of character."

These teachers have already done this and are doing it, as shown in the late war with Spain, where a great war was hazarded with a powerful nation for a mere sentiment.

An oppressed people was rescued, put on their feet at the cost of many lives and much treasure, and then given a free ticket to go where they pleased without even expecting a "thank you." Isn't this character? Where is another example like it in all history? This was done by one of the richest nations on earth, and her riches has given her *character* as it has Boston.

Springfield, Mo.

J. FAIRBANKS.

Separating the Sexes.

I was not so fortunate as to have attended the recent meeting of the N. E. A., but I have read some interesting extracts of the addresses in THE JOURNAL. I personally do not care whether the colleges keep a man three or four years, but as to what is to be taught in the schools from the kindergarten up, I stand ready to learn.

I have been feeling for many years that the sexes should be separated, in the high school at all events. In one school I was put in charge of, I found the boys and girls were sitting together miscellaneously and disposed to be very social. I put the boys on one side and the girls on the other and I found at once an improvement in the deportment of each. I asked the opinions of the parents, after a year's trial, and there was a unanimous opinion that the results warranted even further action.

By making some changes in the partitions, the boys and girls were put in separate rooms and now they meet to recite only. I had to support me in this movement a Quaker lady teacher of broad scholarship and experience. She was put at the head of the girls' department; and I felt at once that things would improve. There had been considerable boisterousness in the streets before this; the girls and boys walked together going and coming, in groups, and laughed and sang. All advice seemed to fall unheeded, for they could not be punished by me for misbehavior in the streets.

After this change in seating, there was a manifest improvement in the behavior of the boys. The girls kept by themselves and let it be known that they wanted no boys to walk with them. The parents favored the plan, and it has been kept up in that high school ever since.

It may seem a little strange that other principals had not tried this, but the reason is that in the town there was a famous "woman's rights woman," and her theory was that girls must do just as boys do in order to get

the better things the men are supposed to possess. This led to her insisting that the girls and boys should sit together. She opposed my plans, but the people there had become tired of her theory and welcomed a return to natural conditions.

EMMANUEL NECKER.

Boston as the Ideal Place.

One who has visited many of the places chosen for the assembling of the N. E. A., will, of course, contrast them. Nearly everyone will agree with me, I think, that Boston comes nearest being the ideal point. The vicinity of the ocean has a great influence, but its association with the early history of our country and with the essential literature of the western world is the controlling factor.

We received an attention that cannot be duplicated in any other city. True, Los Angeles was lavish, and Chicago has been officially hospitable, but one felt, as he was met by the committee in Boston that referred him to rooms, that there was a feeling of respect for him as a teacher. In the other cities hospitality was tendered us because we were strangers, but in Boston we were (so it seemed) respected for our calling.

I have, in my native town, been on a committee to receive the members of the Presbytery when they assembled there from time to time, and it was attempted to show them that we respected them because they were clergymen. So it seemed to me that we were received in Boston. I can hardly point out the difference between our treatment at Boston and in most other cities, but there was a difference.

I do not desire to underrate the hospitality at the Western city; it was lavish—more so than at Boston—but in the latter place there was a respectful attention that was extremely grateful. This was apparent in the houses to which we were assigned. The rooms and food were ordinary, but the behavior of the people towards us was peculiarly respectful. It was as if they were saying to themselves, "We respect these people because they try to diffuse knowledge and culture."

And here I want to say a word for the boys and girls of Boston. Those we met were exceedingly polite; we were not stared at by them; they, too, seemed to have been charged by their parents to be polite to the educational strangers.

The publishers of text-books seemed to feel it their duty to try to render our visit pleasant. I went only to the rooms of Messrs. Ginn & Co., but several friends said it was the same elsewhere: "We are at your service; command us." All seemed to conspire to help us to see the Boston of our imagination, not simply the large station and the Brunswick hotel.

From my visit I learned that there is such a thing as an "educational atmosphere," and the question I am asking myself is how this can be made to exist in the Western city where I teach. In the house to which we were assigned the lady introduced her son to us, saying: "He has just entered Harvard." I do not believe a pride and joy equal to hers could be matched in my place by a similar occurrence; this woman was evidently one of the strugglers of Boston, but to have her son graduate from Harvard she would spare no toil or sacrifice.

We, of the West, can copy the buildings of Boston, but we do not seem to be able to cause the existence of its atmosphere of culture. I should be glad if this could be attained, for it would make teaching easier, for one thing.

JAMES BRADFORD.

Iowa.

THE SCHOOL JOURNAL and Educational Foundations are two papers I could scarcely get along without. They are papers very helpful to the teacher who is seeking to advance; they are constantly urging him on to greater effort; they are giving him the idea that he must advance, or get out of the work. Your papers set a high standard for the teacher and the school, and I assure you as one of many, that the influence of these two helpful magazines is widespread.

A. S. BASSETTE.

New York.

Hood's Sarsaparilla builds up a broken-down system. It begins its work right—that is, on the blood.

New York City Syllabi. VII.

The Work in English.

[Continued from last week.]

Grade 4A.

Composition.—Oral and written reproduction. Model compositions studied and imitated; paragraphs and stanzas from memory or dictation. Study of simple declarative sentences; construction of typical sentences. Rules for the use of capital letters and marks of punctuation.

Penmanship.—Movement exercises; writing from copy.

Reading.—From readers and other books; the meaning of words. Reading to the pupils. Ethical lessons. Use of library books.

Spelling.—Words from lessons of the grade.

Memorizing.—Prose and poetry.

Composition.—The stories told or read for reproduction may include myths and legends. Pupils should reproduce in writing without aid from the teacher the subject matter of their silent reading.

The model compositions to be studied, including letters, should be short and simple. Special attention should be given to the sequence of paragraphs. Compositions in imitation of these models should be written by the pupils under the teacher's direction. The drills on correct forms should include the parts of irregular verbs in frequent use. In letter writing there should be exercises in addressing envelopes.

There should be occasional exercises in copying from print. The paragraphs and stanzas written from memory or dictation should be selected for their inspiring content and literary form.

Pupils should study the fundamental structure of declarative sentences by finding their subjects and predicates. In teaching pupils to construct typical forms of statements, the teacher should have in mind such a classification as will insure the expression of all the more important forms of thought, e. g., sentences that state (1) what things do, (2) what is done to things, (3) what the qualities of things are, and (4) what things are. The first two of these should receive special attention in this grade. In connection with sentence study the important plural forms of nouns should be taught.

Capitalization: first word of sentence; the word I; first word of line of poetry; proper names. Punctuation: end of statement; end of questions; abbreviations; dates; word broken at end of line; unbroken quotation; contractions.

Penmanship, as in the preceding grades.

Reading.—Several books of fourth year grade, including such as F. D. Sherman's "Little Folk Lyrics;" Andersen's "Fairy Tales;" and books to supplement the work of the grade in nature, geography, and local history.

The reading lesson proper should be preceded by only such conversation as may be necessary to prepare the minds of the pupils for the proper appreciation of the subject matter. The teacher should bear in mind that correct expression in oral reading is dependent upon the reader's appreciation of the thought and feeling.

The meaning of words. Pupils should be trained to depend largely on the context for the meanings of words. The use of diacritical marks as aids in the pronunciation of difficult words, and in the intelligent use of the dictionary, is recommended.

Reading to the pupils. For general suggestions, see 1A. The selections may include "Hiawatha and Mudjekeewis," "Hiawatha's Fasting," and "Hiawatha and the Pearl Feather," Browning's "Pied Piper of Hamelin;" myths in good literary form, such as Hawthorne's "Wonder Book" and "Tanglewood Tales;" nature stories; stories from the Old Testament; and a long story to cultivate the power of sustained interest, e. g., "Alice in Wonderland," or Dodge's "Hans Brinker," Jeffries's "Sir Bevis," or Brown's "Rab and His Friends."

Ethical lessons and use of library books. See introductory notes.

Spelling.—At least 300 new words selected from the pupils' vocabulary and from the lessons of the grade. Review of words frequently misspelled.

Memorizing.—As in 3A. Selections may be made from the following list:

The Night Wind	- - - - -	Field
The Children's Hour	- - - - -	Longfellow
Jack Frost	- - - - -	Gould
Robert of Lincoln	- - - - -	Bryant
"He prayeth best"	- - - - -	Coleridge
The Wreck of the Hesperus	- - - - -	Longfellow

Grade 4B.

Composition.—Oral and written reproduction. Model compositions studied and imitated; similar compositions from outline; paragraphs and stanzas from memory or dictation. Study of simple declarative sentences. Rules for the use of capitals and marks of punctuation.

Penmanship.—Movement exercises; writing from copy.

Reading.—From readers and other books; the meaning of words. Reading to the pupils. Ethical lessons. Use of library books.

Spelling.—Words from lessons of the grade.

Memorizing.—Prose and poetry.

Composition.—As in the preceding grades. Drills on correct forms should include the use of irregular verbs and the comparative and superlative forms of adjectives. The stories for reproduction should include historical anecdotes.

To insure intelligent use of outlines, they should be constructed in the presence of the class and their purpose should be made clear. Pupils should compose orally from these outlines before writing. While following the given outlines, the subject matter of the similar compositions should be original.

The study of the types of sentences mentioned in the preceding grade should be continued with special attention to the third and fourth types. In connection with sentence study the possessive forms of nouns and pronouns should be taught.

Capitalization: words derived from proper names; words applied to the Deity; titles of honor and respect. Punctuation: possessive forms of nouns; broken quotations; exclamation point, dash, parenthesis.

Penmanship, as in the preceding grades.

Reading.—Several books of fourth year grade, including a collection of good poetry interesting to children; a simple book of myths; and books to supplement the work of the grade in nature, geography, and history. For suggestions see preceding grades. In all reading lessons the teacher should occasionally read aloud, not for the purpose of direct imitation by the pupils, but to increase the interest in the subject matter and to set a standard of good oral reading.

The meaning of words, as in 4A.

Reading to the pupils. For general suggestions, see 1A. The selections may include Christina Rossetti's "The Moths," Holmes's "One Horse Shay," parts of "Gulliver's Travels" and Robinson Crusoe; legends and tales of adventure, such as parts of Lang's "Book of Romance," the death of the savage in Cooper's "The Deerslayer," and the stampede in Cooper's "The Prairie;" and Kipling's first "Jungle Book."

Ethical lessons and use of library books. See introductory notes.

Spelling.—At least 300 new words selected from the pupils' vocabulary and from the lessons of the grade. Review of words frequently misspelled.

Memorizing.—As in 3A. Selections may be made from the following list:

The Fountain	- - - - -	Lowell
September	- - - - -	Jackson
The Village Blacksmith	- - - - -	Longfellow
The Mountain and the Squirrel	- - - - -	Emerson
Barefoot Boy	- - - - -	Whittier

Grade 5A.

Composition.—Oral and written reproduction; simple exercises in invention. Model compositions studied and imitated; topical outlines; paragraphs and stanzas from memory or dictation. Study of simple declarative sentences.

Penmanship.—Movement exercises; writing from copy.

Reading.—From readers and other books; the meaning of new words. Ethical lessons. Use of library books.

Spelling.—Words from lessons of the grade; rules for spelling.

Memorizing.—Prose and poetry.

Composition.—As in the preceding grades. Drill on correct forms should include the use of irregular verbs and a few of the more frequently misused prepositions.

Exercises in invention may include the expansion of very short stories into longer ones by the addition of details or by changing the scene of action; the telling of stories suggested by pictures; the relating of imaginary autobiographies, etc.

The model compositions including letters should be short, simple narratives; descriptions of objects, scenes, or pictures; or explanations of simple occupations or processes. Special attention should be given to the plan of the model.

Note.—Pupils should be trained to correct their own compositions. General errors should be made the subject of class criticism, and correction. Individual errors should be discussed with the individual. Only one kind of error should be corrected at each reading of the composition. Attention should be directed chiefly to structural errors. As a result of their study of sentences in the two preceding grades the pupil should now be able to correct such errors as phrases written as sentences, or two or more sentences written as one sentence.

The simple declarative sentences used for study should be longer and more difficult than those used in the preceding grades.

Penmanship, as in the preceding grades.

Reading.—Several readers more difficult than those read in 4B, including a volume of Longfellow's simpler poems (the easier poems to be read first, e. g., "The Children's Hour and Other Poems;" Ruskin's "King of the Golden River;" Stockton's "Fanciful Tales," and books to supplement the work of the grade in nature, geography, and history, such as Sewall's "Black Beauty;" Burroughs's "Squirrels and Other Fur-Bearers;" Andrews's "Ten Boys;" Kingsley's "Greek Heroes," and Church's "Stories of the Old World." For suggestions concerning expression and the teacher's reading, see preceding grades. The occasional use of a book for the class library from which the pupils read by turns, will improve the character of the oral reading and at the same time train the pupils to listen intently.

The meaning of words, as in 4A.

Ethical lessons and use of library books. See introductory notes.

Spelling.—At least 300 new words selected from the pupils' vocabulary and from the lessons of the grade. Review of words frequently misspelled. Attention to the separation of compound words and to the division of words into syllables. Rules for doubling final consonants, for dropping final *e*'s, and for changes which accompany the addition of *s*, *ed*, or *er*.

Memorizing.—As in 3A, except that the minimum number of lines should be six instead of four. Selections may be made from the book of poems assigned to the grade (see under Reading), and from the following list:

The Landing of the Pilgrims	- - - -	Hemans
The Day is Done	- - - -	Longfellow
"Under the Greenwood Tree"	- - - -	Shakspeare
A Sea Dirge	- - - -	Shakspeare
Woodman, Spare that Tree	- - - -	Morris
The Gladness of Nature	- - - -	Bryant
Excelsior	- - - -	Longfellow
The Arrow and the Song	- - - -	Longfellow

(To be continued.)

Notes of New Books.

The basis of the *Language Lessons from Literature*, by W. F. Webster and Alice Woodworth Cooley, introduces into the school-room, in a practical form, the idea that "it is the master-mind that educates."

It has long been stated that people write well because they read well, but this series of language lessons is the first to be written to put the idea to a practical test in the grammar grades. A careful reading of the books necessitate their endorsement. By this system Literature is given a place in the course of study. It is the basis of all reading lessons, the basis of language lessons, and the interpreter of all nature study, geography, and history. The least that it can do is to give the child a knowledge of that which is best in literature, something that the ordinary course of study has proved itself entirely incapable of doing.

The plan of development is practical and progressive. Each chapter is made up of a group of language lessons related in thought, and introducing language facts inductively. It needs little study to see that Mrs. Cooley knows literature widely. Among the great writers from which she has selected her models are Spenser, Dickens, Whittier, Phillips Brooks, Lowell, Keats, Stevenson, Eugene Field, Charles Kingsley, and Henry Van Dyke. A better list could hardly have been compiled to introduce the child to the world's literature. (Houghton, Mifflin & Company.)

A *Summer in New York* is a story by Edward W. Townsend in which the author depicts the gay and picturesque life of the great metropolis. Mr. Townsend sketches a number of the "Smart set," who try staying in town for variety's sake, and some of the picturesque places they visit. The hero is a young artist and the heroine the nineteen-year-old daughter of an Ironville millionaire. The narrative is given in the form of letters by this somewhat unsophisticated young woman to a friend, and they are bright and breezy as anything written by the author of "Chimmie Fadden" is bound to be. As an experienced journalist he knows New York from alpha to omega. This young lady whom he depicts, and her friends, slang and all, make interesting subjects for study. (Henry Holt & Company.)

The boys and girls now in the schools will all have to use tools in some way, and hence they should become acquainted with the most common ones as early and as thoroly as possible. This is the age of tools and machines for economizing human labor or employing the forces of nature, and to leave instruction in this field out of the curriculum would be to neglect a most necessary part of education. Consequently instruction in manual work has been widely introduced in the schools. Those who have made a beginning in this study, as well as teachers in manual training departments, will find much benefit from a perusal of Charles Barnard's

book on *Tools and Machines*. The volume is intended as an introduction to the study of this subject, which is treated historically. It is shown what kind of tools were used by early man and how the perfect tools and machines we use to-day have been developed.

The reader is made to see clearly that all machines are but larger tools, doing in a more splendid way the things men do with hand tools; he learns that to use tools means to do something and be something. To use any tool, be it a hammer, an oar, a baseball bat—which is only a hammer—a needle, a typewriter, a bicycle, a sewing machine, means to do good work. The boy who can drive a nail true and straight and set it without injury to the wood, or the girl who can copy a thousand words on a typewriter without a mistake is a better boy or a better girl than any of the poor, helpless creatures who have that queer, old-fashioned idea that it is beneath them to do so fine a thing as work. Many others besides those connected with the schools, for whom the book was specially intended, will find it of great interest, as it shows how man has advanced, step by step, industrially, and consequently morally, socially, and politically. It contains a large number of illustrations. (Silver, Burdett & Company, New York.)

Wisdom and Will in Education, by Charles William Super, Ph. D., LL. D., ex-president of Ohio university and now professor of Greek. The best thinkers and most successful educators are increasingly dissatisfied with the results of present methods in education. Shrewdness develops in the best pupils, rather than strength of character and true manliness. Dr. Super describes this defect to the neglect of the moral element in present training. These essays are a contribution to the effort to strengthen instruction so as to develop the moral faculty.

After an introduction in which the grounds for the discussion are clearly stated, the volume traces the methods of education among the ancient Greeks and its results in the morality of the people. The author then proceeds to lay the foundation of all true character in personal responsibility controlled by reason and the will. Out of right acting, grows statesmanship in distinction from partisanship. The spiritual verities should have a large place in training the young, and thus the man is led to renounce self and secure proper altruism. The influence of heredity is greatly disparaged by the author, while environment is made unusually strong. The volume ends with a discussion of national education and the relation of public and private morality. It is a valuable addition to our pedagogical literature. (R. L. Myers & Company, Harrisburg, Penn.)

A *Selection from the Best English Essays*, illustrative of the History of English prose style, chosen and arranged with historical and critical introductions, by Sherwin Cody. —It is asserted that at the present time people will not read verse, at least a long composition in verse, and that had Byron, Browning, and other writers composed their long works in this period they would have written them in poetic prose. However this may be, it is certain that the latter half of the nineteenth century brought forth a surprising number of essayists of the first rank. They are the lineal successors of the older English essayists beginning with that king of prose writers, Lord Bacon. This book shows the development of prose style, by means of specimens of the writings of Bacon, Swift, Addison, Lamb, De Quincey, Carlyle, Emerson, Macaulay, Ruskin, and Matthew Arnold. The introduction is a discriminating critique of the qualities of English prose and shows how it has developed from the sententious essays of Bacon to the elaborate and ornamented style of Ruskin. It will be profitable for one who aspires to be a good prose writer to study these essays carefully. (A. C. McClurg & Company, Chicago. Price, \$1.00 net.)

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The Educational Outlook.

North Carolina continues to make rapid progress in her graded school system, probably having as good graded schools as any in the South. The great improvement in the North Carolina schools is due largely to the persistent efforts of State Supt. Joyner and Governor Aycock. Just at present they are arousing great interest in local taxation for schools.

Dr. James Mark Baldwin, of Princeton university, has been elected to the chair of philosophy and psychology at Princeton university. Prof. Baldwin is a graduate of Princeton. In 1900 he received the first honorary degree in science ever given by Oxford university. Prof. Baldwin studied in Leipsic, Berlin, and Tubingen. He was instructor in French and German at Princeton in 1886, professor of philosophy at Lake Forest university, Illinois, and Toronto university, Canada. Since 1893 he has been professor of psychology at Princeton. He was awarded a gold medal by the Royal Academy of Denmark in 1897. He is

editor-in-chief of "The Dictionary of Philosophy and Psychology," editor of the *Psychological Review*, and a contributor to Scribner's "Library of Historical Psychology."

There has been a bitter controversy over the election of a new president of the University of Virginia. Just at present the board of trustees seems to have about decided not to elect a new president this year.

Washington and Lee university has received \$10,000 from the estate of the late Cyrus H. McCormick, of Chicago, to maintain the new science hall of the university.

Ellen Douglass, of Cape May, N. J., has been appointed professor of Romance languages in the University of St. Louis, to take the place of Professor Bassett, who goes to Kansas university.

School Badges for Newsboys.

On September 1 the so-called "Newsboy Law," which was passed by the

legislature last winter thru the efforts of the Child Labor committee, went into effect in New York city. This is an important event in educational and sociological work, and it is to be hoped that similar laws may be passed in other parts of the country. Hereafter, no boy under ten years of age will be allowed to sell papers, and newsboys between ten and fourteen years must wear badges and must not work later than ten o'clock at night. No girls under sixteen years of age are allowed to engage in this occupation at any time.

Associate Supt. Clarence E. Meleney, in speaking of the working of the law said:

"The badge is the key to the whole system. With badges on all newsboys between ten and fourteen years of age it ought to be an easy matter to stop the sale of papers by all boys under ten years of age, for they will at once become conspicuous by having no badges.

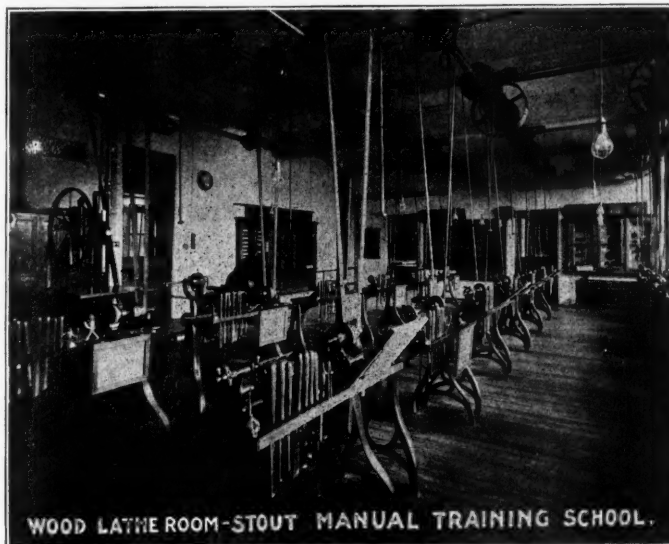
"Boston is the only city in this country which licenses newsboys, and a serious difficulty in enforcing the law has developed there. Boys too young to be regularly licensed find that it is not at all hard to secure badges from older boys who no longer care to sell papers and so are willing to sell their badges or give them away. Whenever badges are transferred in this way the whole purpose of the law is thwarted. To meet the requirements of the law, and at the same time stand the rather severe treatment it may be expected to receive at the hands of the average newsboy, the boy's name and number are typewritten on one side of a narrow card two and a half inches long. On the other side the boy signs his name. This card, protected on both sides by strips of transparent celluloid, is slipped thru a long window in the badge itself. Each card bears the seal of the board of education. It will, therefore, be useless for any one to break a badge open in order to insert a new card with the name of an unlicensed boy upon it. Such a substitution would be easily detected by the absence of the seal.

"There is no charge made for the badge. If it is lost, however, the duplicate must be paid for, and will be issued only on presentation of the permit to show that the boy is really entitled to a badge. The board of education has ruled that the badge must be worn on the front of each boy's hat or cap, on the ground that it is less subject to being lost if worn there than if it is attached to the flimsy shirt waists which most newsboys wear.

"This is a most important law and it is hoped that its enforcement may be facilitated by the sympathetic co-operation of all persons having the interests of the city at heart, and that by this means the deplorable evil attending the selling of papers which deprives hundreds of children of the advantages of the schools and keeps them away from their homes day and night without proper food and care, and subjects them to all the evil association of the streets, may be gradually but surely eradicated."

The law provides that any child arrested under its terms shall be "dealt with according to law." Thus the justices are given large discretion. They may suspend sentence, parole, fine, or commit to an institution. The disposition will depend on surrounding circumstances, home environment, age of the child, whether a constant or only an occasional offender, and the like.

When the law is violated by a child under pressure from its parents or with the parents' consent or because of parental neglect, the Court has the power to require the parent to pay for the maintenance of the child if committed to an institution.



A description of the Stout Manual Training School was published in THE SCHOOL JOURNAL last week. The illustrations here shown will be a welcome supplement to that account.

Scientific Indexes.

The regents of the University of the State of New York have published two indexes of scientific character which invite attention because of the elaborate work required for their completion. Students of New York state science will thoroughly appreciate these books. One is an index to publications of the New York State Natural History Survey and New York State museum, 1837-1902, prepared

by Mary Ellis, indexer of the university. About two hundred books and pamphlets have been prepared under the auspices of the state museum. Some of these are elaborate monographs, others are annual reports, bulletins, and maps and guides for the use of students. The index covers all these, but is chiefly devoted to the paleontologic, geologic, and mineralogic publications. The final section of the book is an index to descriptions of genera and species of fossils. As the wealth of

the scientific reports of the state lies in this department of research, the index will prove useful to geologists.

The second book is a "Catalog of Type Specimens of Fossils in the State Museum," prepared by the state paleontologist. This covers 847 pages and includes 5159 distinct entries. It serves to indicate the wealth of the state museum in these important objects, which number more than similar objects from the New York rocks in all other collections taken together.

Educational New England.

FALL RIVER, MASS.—Mr. William Lindsay, of London, England, has announced that he will give to this city a building that will cost \$100,000 with its equipment, as a department of draughting and designing in the Bradford Duffee Textile school. This school is now ready for dedication and opening. The building will adjoin the textile school, on Elm street, and will be known as the William Lindsay school, in honor of the giver's father, who was for many years a leading manufacturer.

READING, MASS.—Mr. Harry L. Watkins, last year principal of the high school at Oldtown, Me., has been elected principal of the high school. Mr. Watkins is a graduate of Colby college, class of '96, has taught ever since, and has proved himself a man of unusual ability.

TOPSFIELD, MASS.—Mr. Arthur D. Wiggin, of North Troy, Vt., has been elected principal of the high school. He is a graduate of Dartmouth, class of 1897, and for the past two years has been principal of the Nute high school, Milton, N. H.

NANTUCKET, MASS.—Mr. Frank E. Briggs, of Corinna, Me., has been elected principal of the high school. He is a graduate of Bowdoin college, is a teacher of considerable experience, and last year was principal of Corinna academy.

SPRINGFIELD, MASS.—Mr. William F. Rice has resigned the position that he has held for the past five years as teacher of Science in the Central High school, to accept a position in Lynn. Mr. W. G. Whitman, of Gloucester, has been elected his successor. Mr. Whitman is a graduate of Harvard, and has taught science in the Gloucester high school.

SALEM, MASS.—Mr. Fred W. Archibald has been appointed teacher of Music in the Salem normal school, to succeed Miss Vesta H. Sawtelle who resigned to be married. Mr. Archibald holds a similar position in the Framingham normal school, and he has been a successful director of music, at Concord and at Reading.

MACHIAS, ME.—Mr. C. F. Leadbetter, of Wayne, has been elected principal of the high school. He is a graduate of Colby college, and last year was principal of the high school at Guilford.

BUCKSFIELD, ME.—Mr. Henry G. Clement, last year principal of the South Paris high school, has been elected principal of the high school in this place. He is a graduate of Bowdoin, class of 1901.

FOXCROFT, ME.—Mr. Fred U. Ward, of Addison, has been elected principal of the Foxcroft academy.

ORONO, ME.—Mr. Arthur W. Lowe, of Lewiston, has been elected principal of the high

school. He was graduated from Bates college in 1900, and since that time has taught in Millbridge as principal of the high school.

EAST MACHIAS, ME.—The new preceptress of the Washington academy, is Miss Margaret Williams, of Searsport.

HANOVER, N. H.—Mr. Arthur A. Bacon, a graduate of Dartmouth college, 1897, has been elected professor of physics in Hobart college, Geneva, N. Y., and has accepted.

DURHAM, N. H.—Professor Gibbs, who left New Hampshire college some years ago for a desirable chair in Texas, has been elected president, to succeed Dr. Murkland. Professor Gibbs was always popular with the students, and his election is understood to have the approval of the faculty. There is every reason to believe that the college will steadily gain in influence under his administration.

DOVER, N. H.—Mr. J. Arthur Lee, lately a teacher in the high school at New Brunswick, N. J., has been elected principal of the Dover high school.

WALPOLE, N. H.—Mr. Franklin E. Heald has resigned his position as principal of the high school, to accept a call to Ludlow, Vt.

MERIDEN, N. H.—Two new teachers begin their work in Kimball Union academy with the fall term. They are Misses Rina M. Greene, of Fitchburg, Mass., a graduate of Smith college last June, teacher of English; and Harriet B. Long, of Tenant's Harbor, Me., a graduate of Vassar in 1900, teacher of Latin.

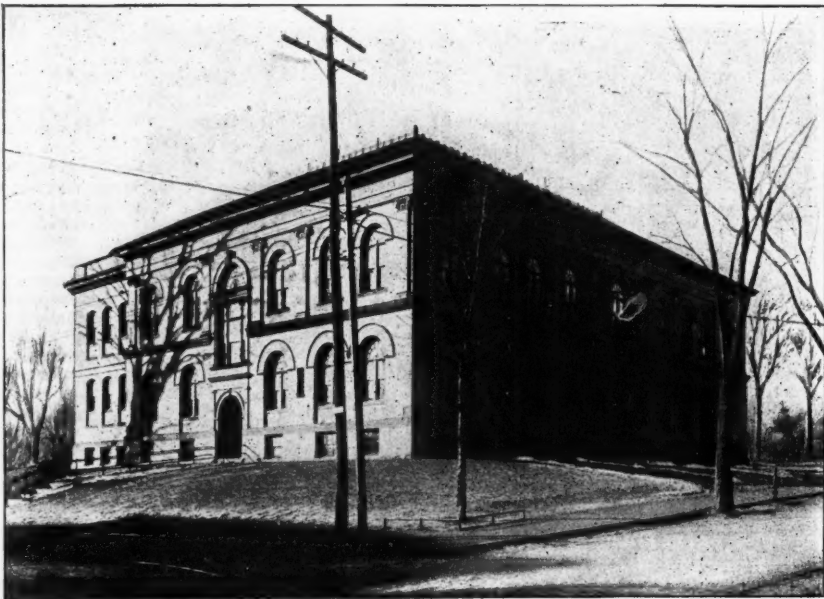
KEENE, N. H.—Mr. George H. Grenelle has opened a business college in this place. He is a graduate of the Bryant and Stratton Business college in Boston, and his venture promises to be successful.

ST. JOHNSBURG, VT.—Miss Ellen A. Doran has been elected teacher of Latin in the academy. She is a native of Lexington, Mass., and a graduate of Radcliffe college, class of 1896.

HARTFORD, CONN.—Prof. Flavel S. Luther will be the acting president of Trinity college until a successor to Dr. George Williamson Smith is chosen. To do this work he relinquishes the duties of his chair of mathematics, and Mr. Joseph D. Flynn, for the past two years instructor in mathematics in the high school, will take charge of the department. The position of assistant professor of English has been created, and Rev. Thomas H. Yardley, now professor of English at St. Stephen's college, has been elected to the position. Mr. G. A. Kleine, an instructor in Swarthmore college, has been elected assistant professor of economics.

HAVERHILL, MASS.—Mr. A. E. Tuttle has resigned his position as principal of the high school, where he has been for the past three years. The position will not be filled immediately, but the school will be conducted by the sub-master as acting principal.

The school libraries of Middletown and Portsmouth, R. I., have received 2,500 volumes as the gift of P. F. Collier. The books include a large dictionary, a set of Chambers's Encyclopedia, the works of Dickens, Scott, and other standard novelists and a number of histories, for each school.



High School at Northampton, Mass. J. H. Carfrey, superintendent of schools.

Prof. Edward W. Scripture, of the department of mental philosophy at Yale university, has resigned. His successor will be Prof. Charles Hubbard Judd.

It is announced that Prof. George Trumbull Ladd resigned as head of the Yale department of mental philosophy some time ago. He is succeeded by Professor George M. Duncan.

Recent Deaths.

PEABODY, MASS.—Mr. Lester L. Burrington, superintendent of schools, died on August 30. Before coming to Peabody Mr. Burrington was principal of Dean academy, Franklin, a position that he held from 1879 to 1896.

Frederick Law Olmsted, the famous landscape architect, died at Waverly, Mass., on August 28. Few Americans have a better title to remembrance as a public benefactor. Mr. Olmsted's first great work was the laying out of Central Park in New York city. He and Calvert Vaux combined in drawing up a plan which in 1857 took the prize in a competition of thirty-two designs. Mr. Olmsted had already done similar work on estates along the Hudson, and had studied carefully the great estates in Europe for ideas.

In laying out Central Park the architect was beset with numerous difficulties but these only served to make his success all the more impressive. It was owing to the art shown in this park that Olmsted was overwhelmed with commissions. Prospect and Washington parks in Brooklyn, the parks of Montreal, Buffalo, Chicago, St. Louis, Milwaukee, Trenton, Detroit and Bridgeport bear the mark of his master mind. The system of Parks about Boston, the Capitol park at Washington, with the terraces, stairways, and approaches to the Capitol are due to his efforts. This list alone shows what numbers of people are each day enjoying the benefits of his skill. In fact he may be said to have been the creator of the title of "landscape architect."

Before beginning his life work Mr. Olmsted had already attained prominence thru his literary work, the most important being his descriptions of the South, which coming, as they did just before the war gained him great popularity. During the war he lived most of the time in Washington, where he was the leading spirit and secretary of the famous Sanitary Commission. In 1865 he was in California, and became the first commissioner of the National Park of the Yosemite, which began the work of saving the great tracts now reserved and protected.

He received the degree of master of arts from Harvard and Yale, and Amherst, followed later by the degree of LL. D. from Harvard and Yale. He helped to found the Metropolitan Museum of Art and the American Museum of Natural History in New York. He was a member of a large number of scientific and benevolent societies.

George A. Watrous, the head of the English department of the Utica Free academy and formerly a teacher in the Brooklyn Polytechnic institute, was accidentally asphyxiated by chloroform on Aug. 28.

Seligmann Heymann, formerly teacher of languages in P. S. No. 4, New York city, but more recently vice-principal of P. S. No. 34, died on Sept 1.

W. H. Detweiler, a teacher in the Philadelphia manual training school, was accidentally shot and killed on Aug. 31. Mr. Detweiler was formerly a teacher in the Bloomsburg Normal school, at Bloomsburg, Pa., and later principal of the Hartboro, Pa., public schools.

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carriage drives, and hotel accommodations, will be sold at the *extremely low rate* of \$22 from New York, \$21 from Trenton, \$19 from Philadelphia, and proportionate rates from other points.

For itineraries and full information apply to ticket agents; Tourist Agent, 263 Fifth Avenue, New York; 4 Court Street, Brooklyn; 789 Broad Street, Newark, N. J.; or address Geo. W. Boyd, General Passenger Agent, Broad Street Station, Philadelphia.

Greater New York.

As departmental teaching will be introduced into most of the schools in New York city, some particular instruction of teachers will be necessary in the special subjects in which they are to teach. Many of the directors of the special branches will hold conferences in their subjects. Probably the class teachers will attend these more than the conferences of the past, for hereafter the class teacher will be held responsible in special subjects.

A school for Bohemian children is to be established in East Seventy-first street, New York. This section of the east side is crowded with Bohemians. About ten teachers will devote themselves to the work. All the branches of the arts and industries such as clay modeling, typewriting, stenography, and printing will be taught, and the tuition will be free.

In addition, the home life of the pupils will be looked after, and positions will be found for them as soon as they are sufficiently advanced.

Lectures for School Children.

The local school board of the twenty-third district has recommended that free lectures be given during school hours for the benefit of the school children. At present pupils in the public schools are not admitted to the free lectures. Dr. Leipziger in his annual report says on this subject:

"The adoption by the lecture system of experiments and lantern slides has proved the wisdom of that means of education. If in the school curriculum pictorial aid could be more widely used, especially in the subjects of history and geography, finer results would be obtained, and interest in these subjects would be awakened. The suggestion is made that if in each school-house on Friday afternoon an illustrated lecture were given the boys and girls of our schools would look upon that afternoon hour as a time of rare delight as well as of great profit."

Coming Evening Lectures.

Dr. Henry M. Leipziger, supervisor of lectures for the board of education, is increasing the number of lecturers, courses of lectures, and lecture halls for next winter's public lecture courses.

There will be a number of courses on scientific subjects including, metallurgy, "Coal, Coke and Gas," "Electrical Smelting," "Aluminum," "Alloys," and "Pig, Cast and Wrought Iron." Among the prominent lecturers who have been engaged for the season are Prof. Livingston Farrand, of Columbia, who will treat of anthropology; Prof. Richard E. Dodge, of Columbia, who will treat of climate and mankind; Prof. Ernest Lloyd, of Columbia, who will discuss biology. The number of ha's engaged for lecture purposes will reach 148 this year, in contrast to 128 last year.

A Six-Story School.

The first six-story school house and the first grammar school with elevators to be erected in the city of New York is to cover the block between Essex and Norfolk streets, on Hester. Besides four huge elevators that will hold thirty pupils each, a series of escalators will be placed in the new building. The edifice will have a ground measurement of 200-x75 feet, a height of 200 feet and will cost at least \$400,000. It will have nine-

ty-seven class rooms, the most of any school in the city.

The style of architecture is that of the French Renaissance. From the main entrance will run a corridor flanked on either side by offices and reception rooms, straight to a gallery surrounding a great assembly room on the basement level—an auditorium capable of holding fifteen hundred persons. No other public school has a room equal to it, and its purpose is to provide an evening lecture room for the adult population of the neighborhood, as well as a school-room for children. The usual playrooms have been provided, and on the first floor is a gymnasium. On the second, third, fourth, and fifth floors are classrooms, twenty to a floor, and in the sixth story ten more, besides a workshop, a cooking room, and special classrooms.

Some of the difficulties connected with an elevator service will be overcome by restricting it to the two upper floors and to the larger pupils, the children on the lower floors using the stairs and escalators.

Extension Courses in New York.

New York university has established a college extension course to which women are to be admitted. This new department is established for the purpose of giving a chance of college education to men and women who either are, or expect to be teachers. It is intended primarily for the benefit of graduates of normal schools who have not college degrees, and secondly, for the purpose of adapting college courses to the needs of those who want to study to be teachers. Unlike the courses of the school at University Heights, this new departure of the university will admit women among its students. The courses will be given in the Washington square building, beginning Oct. 1. Sixteen of the regular professors of the university will have charge of the courses. The lectures will be given for the most part between three and six in the afternoon, or at eight at night.

The following new appointments in the faculty of pedagogy have been made since the close of last year: Dr. John P. Gordy, at present professor of the history of education in the university, acting dean; Prof. James E. Lough, of the department of psychology, secretary; Prin. Myron T. Scudder, of the State Normal school, New Paltz, N.Y., lecturer on modern educational history; Percival Chubb, lecturer on modern methods of teaching English, and Miss Caroline T. Haven, lecturer on kindergarten methods.

Doings at Columbia.

Many new appointments for various important administrative offices have been made by the trustees of Columbia university. The total number of the officers of administration is now 494, as against

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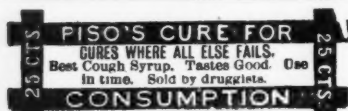
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429 last year. The more important appointments are as follows:

Laura D. Gill, advisor to women graduate students; David D. S. Jessup, medical visitor of the university; Frederick H. Sykes, director of the extension department of Teachers College; Marshall H. Saville Loubat, professor of American archaeology, Henry Carr Pearson, principal of the Horace Mann school.

Columbia university will add a new division to its curriculum this autumn, that of physical education. The university has for the last few years interested itself particularly in the subject of school hygiene and the bodily training of the individual from the kindergarten thru college, and has now come to the point when it is able to launch this project. The most important feature of the plan was the acquisition of a competent corps of expert instructors. Dr. Thomas Denison Wood has been placed at the head of the new division. His adjunct professor will be Dr. George L. Meylan. Dr. Meylan will be the director of the Columbia gymnasium, and in addition will offer a number of important courses in hygiene and allied subjects. To meet the needs of Barnard and Teachers College students four women teachers have been appointed. Twelve courses have already been outlined for the next two years and more will be added.

Ainsworth & Company, 378-388 Wabash avenue, Chicago, have published in their "Lakeside Series," selections from the works of Edgar Allan Poe. The selections include "The Gold Bug," "The Raven," and "The Bells." There is an introduction on the life of Poe by James Russell Lowell; and remarks on the death of Poe by Nathaniel P. Willis.

"Anti" in Greek means "opposed to" — "kamnia" means "pain"; therefore, "antikamnia means "opposed to pain." Health of London, England, says: Two five-grain antikamnia tablets will relieve nerve pain when everything else has failed. A dozen five-grain tablets obtained from your druggist should be in every house. They are always useful in time of pain.

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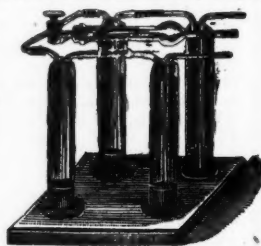
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